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ABSTRACT

This document consists of the first two volumes of the 1997 annual report on Australia's vocational education and training (VET) system. Examined in volume 1 are the following topics: strategic directions for 1997; overview of the VET system's operation and the Australian National Training Authority (ANTA) agreement; key initiatives in 1997 (the National Training Framework, New Apprenticeships, User Choice, industry advice, improved efficiency and accountability); greater responsiveness (allocation of resources through competitive processes, flexible delivery, the frontline management initiative, professional development, demand for VET, small business, training culture); enhanced quality (best practice and quality assurance, the National Training Framework, and national VET research); improved accessibility (New Apprenticeships, group training, equity and participation in VET, VET in schools, adult and community education); increased efficiency (national key performance measures, national VET statistics, national costing studies, the infrastructure program, promotion of VET); national programs; national projects; and financial information. Appended are lists of 1997 state and territory ANTA board members and National Training Framework committee members. In volume 2, the full range of achievements in VET in 1997 throughout the commonwealth as a whole and in each of Australia's eight states and territories are detailed against the background of Australia's national strategy themes. (MN)

ED 423 414

Australia's Vocational Education & Training System. Annual National Report

Volume 1: National Overview [and]

Volume 2: Commonwealth, State & Territory Achievements

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1997 Annual National Report

Volume 1

AUSTRALIAN
NATIONAL TRAINING
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Australia's vocational education & training system

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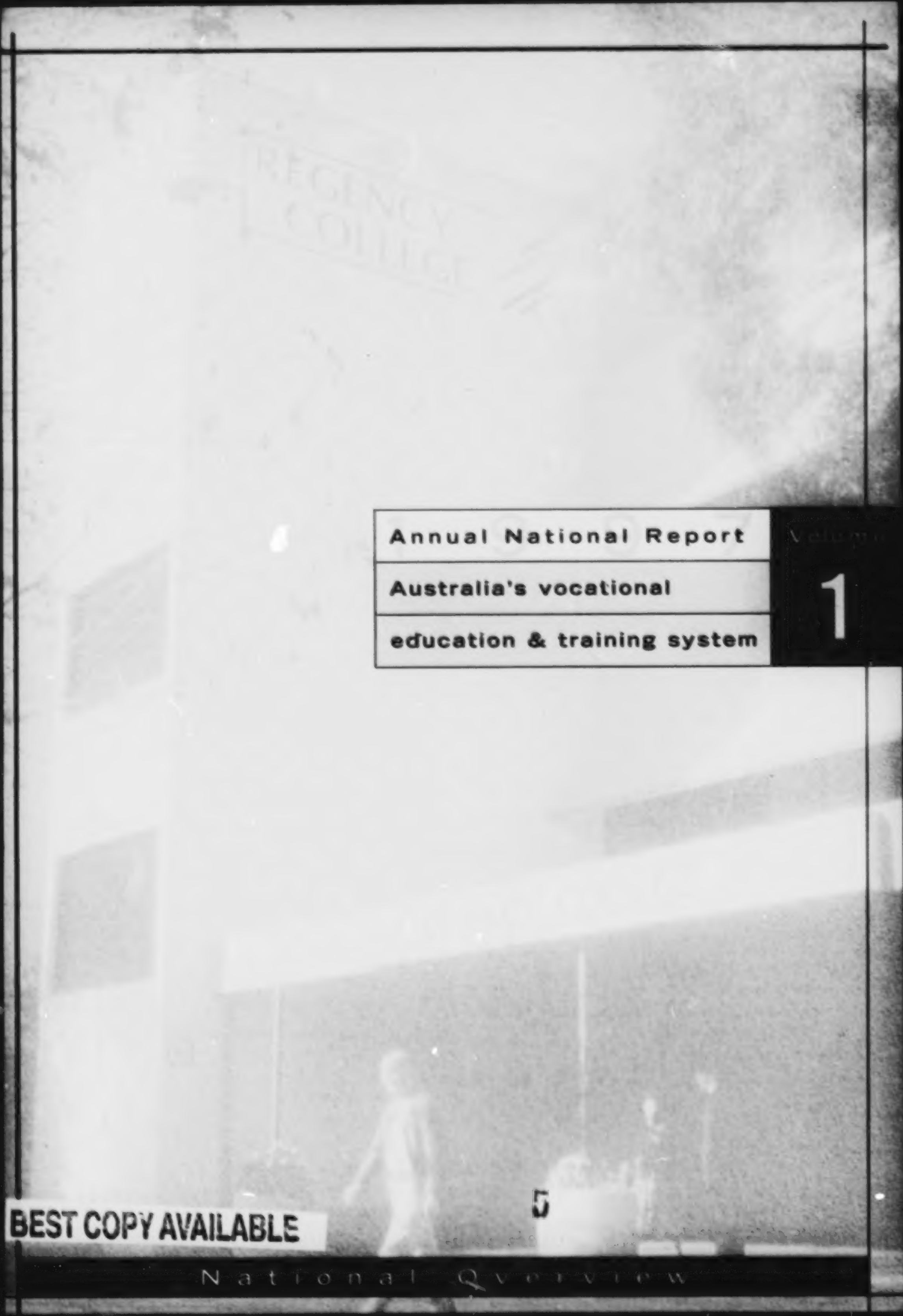
REGENCY
COLLEGE

Annual National Report

Australia's vocational education & training system

Volume 1

National Overview

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Introduction

1997 has seen the development and agreement of a number of key reforms to the vocational education and training system, including New Apprenticeships, User Choice, the Australian Recognition Framework and Training Packages. These reforms were aimed at increasing the number of apprenticeship and traineeship opportunities and reducing unnecessary regulation while maintaining a high quality training system. These changes will also increase the flexibility in the provision of training so that the training needs of industry and individuals can be better met.

This report on the vocational education and training system in 1997 is in three parts:

- **Volume 1** outlines the major features and achievements of the Australian vocational education and training system nationally and provides some illustrative examples of specific initiatives undertaken by States, Territories and the Commonwealth.
- **Volume 2** contains a chapter from each State, Territory and the Commonwealth on their full range of achievements in 1997 against the National Strategy themes.
- **Volume 3** contains detailed information on the performance and characteristics of the vocational education and training system.

The Year in Review

1997 was a year of significant reform for the national vocational education and training system. All the key stakeholders including industry, employer associations, unions, training providers, State, Territory and Commonwealth governments and vocational education and training authorities contributed to the reform process with the aim of increasing the responsiveness, quality, accessibility and efficiency of the vocational education and training system.

ACHIEVEMENTS IN 1997

The major achievements in 1997 as detailed in this report were:

For Students

- $61.997 million available for 43,000 more places in vocational education and training for school leavers, those in the workforce and those seeking to enter it
- $20 million available for vocational education and training in schools
- More flexible approach to the delivery of training
- More training meeting industry standards with improved training outcomes
- National portability of skills and qualifications a reality through the development and introduction of the Australian Recognition Framework
- Substantial traineeship growth to a level of 65,624
- Recognition of high achievers through State, Territory and National Training Awards

For Employers

- Increased quality and relevance of employment-based training through the further development of New Apprenticeships
- More flexible approach to the delivery of training
- Simpler processes for developing and recognising skills and a more simplified and flexible national training system
- Training products which are flexible and able to be customised to better meet the needs of employers
- Increase in quality and responsiveness of training products and services through increased competition between providers and increase in contestable funding for training
- More training meeting industry needs through endorsed standards, which now cover 78 per cent of the workforce, for incorporation into national Training Packages
- Development of 45 Training Packages underway with seven Training Packages endorsed in 1997
- Recognition of employer achievement through State and Territory National Training Awards
- Expansion of group training to 25,000 New Apprentices in training
- Increased awareness of New Apprenticeships and User Choice through national, State and Territory marketing
- Improved accessibility to training market information and products through the National Training Information Service (NTIS)

For Providers

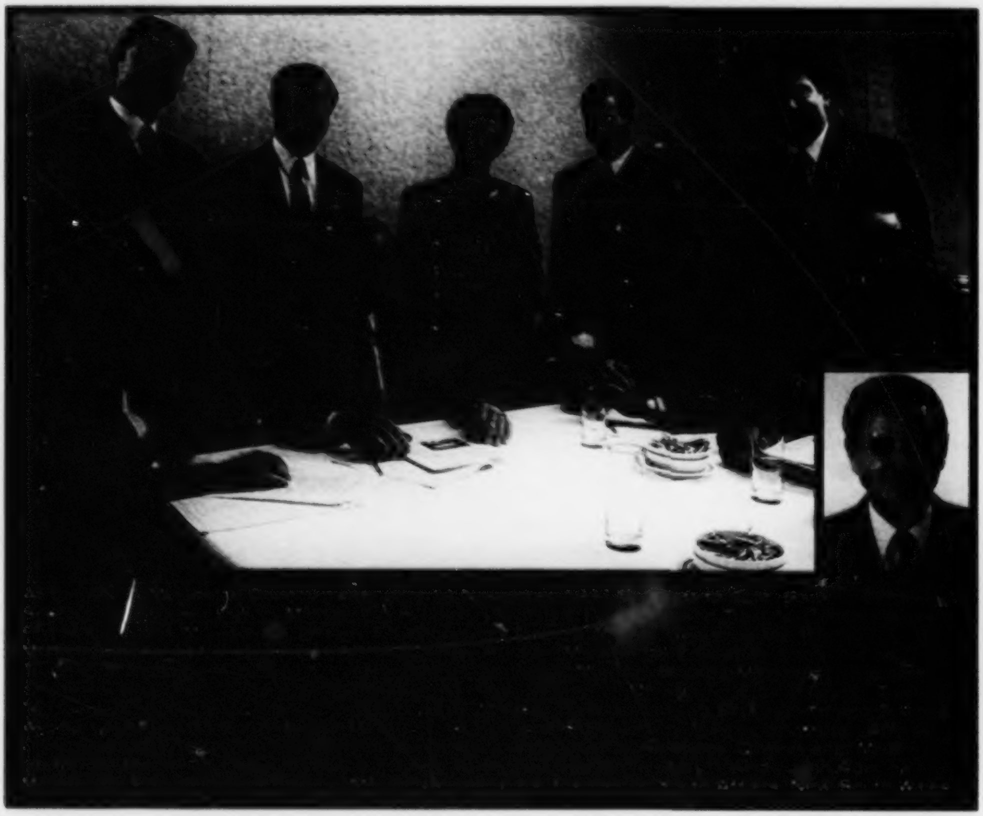
- Recognition of best practice with the continuation of the Training Provider of the Year Award as one of the Australian Training Awards
- Continuation of the Demonstrating Best Practice in vocational education and training project to encourage continuous improvement
- $153 million of public funding used to purchase places on a contestable basis
- $328 million of Commonwealth, State and Territory funds available for capital projects across the vocational education and training system
- Development of the Australian Recognition Framework to allow registered training organisations to provide a more flexible, responsive service to enterprises and other clients and to receive delegations to self manage the scope of their registration and/or self accredit courses, where no relevant Training Package exists.

STRATEGIC DIRECTIONS FOR 1997

At the Ministerial Council meeting in July 1996, Ministers agreed on new strategic directions for the national vocational education and training system for 1997. The strategic directions were designed to ensure the national system:

- delivers more apprenticeship and traineeship training;
- is responsive to and accessible by small and medium enterprises;
- fosters labour mobility throughout the Australian economy;
- gives business a key role in leadership and provides training relevant to business;
- has devolved administrative and delivery mechanisms to ensure responsiveness to clients;
- is more efficient through the use of flexible and competitive delivery arrangements; and
- has regard to the principles of access and equity.

Ministers agreed that the 1997 Profiles would accommodate the new strategic directions. As a result, the initiatives detailed by States and Territories were mapped against the new strategic directions in the report on *Directions and Resource Allocations for 1997*.



HOW THE VOCATIONAL EDUCATION AND TRAINING SYSTEM WORKS

Vocational education and training is integral to the development of an Australian workforce with the range and depth of skills necessary to increase the productivity and competitiveness of Australian industry. The national vocational education and training system is a cooperative arrangement between the Commonwealth, State and Territory governments, industry and industry training advisory bodies, private and public providers and other stakeholders. This cooperation is directed towards achieving a world-class training system responsive to all clients and their training needs.

The Australian National Training Authority (ANTA) was established under the *Australian National Training Act 1992*, following agreement by Heads of Government to establish a national focus for vocational education and training, with strong industry input. This agreement is otherwise known as the ANTA Agreement.

ANTA is a statutory body run by an industry-led Board which advises, and is responsible to, a Ministerial Council, comprising the relevant Commonwealth, State and Territory Ministers.

Under the 1992 Agreement, ANTA is responsible for the development of, and advice on, national policy, goals and objectives, a national strategic plan and State training profiles for agreement by the Ministerial Council. ANTA is also responsible for the administration of national programs and funding for the national vocational education and training system. ANTA deals with State Training Authorities which are responsible for vocational education and training within their borders.

In 1997, the key planning mechanisms for the national vocational education and training system were *Towards a Skilled Australia - the National Strategy for Vocational Education and Training 1994-1997*, Industry Vocational Education and Training Strategic Plans, and State and Territory Training Profiles.

The major providers of vocational education and training are major institutes of Technical and Further Education offering training on 1,132 locations. In addition, 3,818 private and community based providers offered vocational education and training. In 1997, the public system delivered 256.447 million annual hours curriculum to more than 1.484 million students[1].

REVIEW OF THE ANTA AGREEMENT

In November 1997, Ministers endorsed a revised ANTA Agreement for submission to respective State and Territory Cabinets for approval. This agreement between the Commonwealth, State and Territory Ministers responsible for vocational education and training applies in respect of the years 1998 to 2000 inclusive.

The purpose of the Agreement is to create the basis for a joint partnership between governments and with industry through the development and refinement of a national vocational education and training system. In addition, the agreement outlines the funding specifications for the Commonwealth, States and Territories to ensure funding stability for the national vocational education and training system.

The revised agreement outlines the key objectives for the vocational education and training system, the roles and responsibilities for the ANTA Ministerial Council, ANTA, State and Territory training agencies and the Commonwealth agency responsible for vocational education and training (Department of Employment, Education, Training and Youth Affairs). In addition, planning and accountability arrangements for vocational education and training are specified and include the National Strategy, annual national priorities, State and Territory planning arrangements (Annual Vocational Education and Training Plans) and the Annual National Report.

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[1] Preliminary data only - to be updated upon finalisation and completion of AVETMISS 1997 data collection.

MINISTERIAL COUNCIL

In 1997, the Ministerial Council comprised:

Commonwealth

Senator the Hon Amanda Vanstone, Minister for Employment, Education, Training and Youth Affairs (Chair from January - October 1997)

The Hon Dr David Kemp, MP, Minister for Employment, Education, Training and Youth Affairs (Chair from October - December 1997)

The Hon Dr David Kemp, Minister for Schools, Vocational Education and Training (from January - October 1997)

Senator the Hon Christopher Ellison, Minister for Schools, Vocational Education and Training (from October - December 1997)

New South Wales

The Hon John Aquilina, MP, Minister for Education and Training

Victoria

The Hon Phil Honeywood, MLA, Minister for Tertiary Education and Training

Queensland

The Hon Santo Santoro, MLA, Minister for Training and Industrial Relations

Western Australia

The Hon Cheryl L Edwardes, MLA, Minister for the Environment, Employment and Training

South Australia

The Hon Dorothy Kotz, MP, Minister for Employment, Training and Further Education (from January - October 1997)

The Hon Malcolm Buckby, MP, Minister for Education, Children's Services and Training (from October 1997 - December 1997)

Tasmania

The Hon Sue Napier, MHA, Minister for Education and Vocational Training

Australian Capital Territory

Mr Bill Stefaniak, MLA, Minister for Education and Training

Northern Territory

The Hon Fred Finch, MLA, Minister for Education and Training (from January - July 1997)

The Hon Peter Adamson, MLA, Minister for Education and Training (from July - December 1997)

ANTA BOARD

For the period January to December 1997, membership of the ANTA Board comprised:

Chair

Stuart Hornery, AO, Chairman, Lend Lease Corporation Ltd

Deputy Chair

Bill Mansfield, Assistant Secretary, Australian Council of Trade Unions

Members

Geoffrey Ashton, Non-Executive Director, Leighton Holding Ltd

Stella Axarlis, Managing Director, Bilcon Engineering Pty Ltd

Jenny Rixon, Managing Director, Rixon Clothing Pty Ltd

The Chair of the National Training Framework Committee attends all meetings of the ANTA Board in an ex-officio capacity. The current Chair of the National Training Framework Committee is Mark Paterson, Chief Executive, Australian Chamber of Commerce and Industry.

PLANNING PROCESSES

National Strategy for Vocational Education and Training

The first National Strategy for vocational education and training, *Towards a Skilled Australia*, was released in 1994 for the years 1994-97. The strategy provided broad strategic directions and outlined specific initiatives to be pursued during the period.

During 1997, work commenced on developing a National Strategy for the years 1998-2003. Two key national reports were commissioned to identify the major issues to be addressed in the development of the second National Strategy for vocational education and training.

In February 1997, a report to ANTA CEOs entitled *Identification of a Vision for Vocational Education and Training* was completed. The report outlined Commonwealth, State and Territory Chief Executive Officer's collective views on a three to five year "vision" for vocational education and training. The ANTA Board also commissioned a report on industry's views for vocational education and training over the next three to five years to obtain an overview on industry's vision for vocational education and training.

The ANTA Ministerial Council considered the development of the National Strategy in May 1997. A statement identifying the mission of vocational education and training was formulated as follows:

Ensure that the skills of the Australian labour force are sufficient to support internationally competitive commerce and industry and to provide individuals with opportunities to optimise their potential.

Five key objectives for the national vocational education and training system were agreed as the basis for further work on the National Strategy:

- Equipping Australians for the world of work
- Enhancing mobility in the labour market
- Achieving equitable outcomes in vocational education and training
- Increasing investment in training
- Maximising the value of public vocational education and training expenditure

The National Strategy document will include the mission for vocational education and training, forces for change and significant challenges for the system. As well as discussing the above objectives, or any modifications agreed by Ministers, it will include strategies and key performance measures.

State and Territory Training Profiles

In accordance with the *ANTA Act 1992*, in 1996 each State and Territory produced a yearly vocational education and training plan (known as the Training Profile) to be effective in 1997. The purpose of the Training Profile is to establish a single and comprehensive plan for the provision and support of vocational education and training in the States and Territories based on directions in the National Strategy and priorities set by the ANTA Ministerial Council.

As well as a planning document, Training Profiles are a resource document. The profiles form the basis for the allocation of Commonwealth funding under the ANTA Agreement, and provide an outline of training activity for which Commonwealth, State and Territory funds are applied.

The Training Profiles contain information on the training environment, planning framework, key achievements and shifts in activity at a State and Territory level, with commentary on how national goals and objectives are reflected in State and Territory initiatives. Each profile includes activity tables, prepared according to a common format, which set out the amount and distribution of training activity for that State or Territory.

The Training Profiles form the basis of the report on *Directions and Resource Allocations*, a publication which reports on implementation of the annual national priorities, training activity and maintenance of effort. The report on *Directions and Resource Allocations* also includes recommendations to the ANTA Ministerial Council on resource allocations for funding vocational education and training in Australia.

Directions in 1997

The 1997 Training Profiles process was structured around a number of key priorities which were identified by State, Territory and Commonwealth Ministers as being critical areas for development.

Ministers agreed in July 1996, that the 1997 Training Profiles would accommodate the new strategic directions outlined on page 3 of this report. As a result, the initiatives detailed by States and Territories were mapped against the new strategic directions in the report on *Directions and Resource Allocations for 1997*.

Future Commonwealth, State and Territory Planning Arrangements

As a result of the Review of the ANTA Agreement and evolving government policies, new Commonwealth, State and Territory planning and accountability arrangements, known as the New Business Arrangements, were developed in 1997 and formed the basis of the development of the 1998 Annual Vocational Education and Training Plans.

The main purpose of the arrangements was to develop a set of clear outcomes, for a one year planning period, for a national system and a clear statement of what is needed by States, Territories, the Commonwealth and ANTA to achieve these outcomes.

The framework for the new arrangements was developed collaboratively between States, Territories, the Commonwealth and ANTA. The framework provided for a National Strategy to set the mission and long term objectives for the national system. The hierarchy of the components of the New Business Arrangements, within the umbrella of the National Strategy, is as follows:

Annual National Priorities

- key areas of concentration for the national system for a given year

National Key Result Areas

- concrete outcomes for the national system for that year, based on the annual national priorities

National Performance Indicators

- national measures and levels of achievement against the national key result areas

State and Territory Performance Indicators

- State and Territory measures and levels of achievement against national key result areas

The intention of the New Business Arrangements was to move from the previous orientation of State and Territory Training Profiles on process to an emphasis on strategy and policy. The arrangements also more appropriately align accountabilities, with the States and Territories only accountable nationally for their role in the national system. In 1997, States and Territories developed their Annual Vocational Education and Training Plans for 1998, consistent with the new framework.

ANNUAL NATIONAL PRIORITIES FOR 1998

In May 1997, Ministers agreed on the following priorities for 1998:

- implementation of New Apprenticeships, including User Choice;
- expansion of market mechanisms;
- implementation of the National Training Framework;
- provision of greater opportunities and improved outcomes for under-represented clients;
- value for public expenditure maximised;
- achieve training outcomes which meet the needs of small business;
- encouragement of a training culture within industry, including to enhance training of the existing workforce; and
- training to facilitate State and Territory development.

Industry Strategic Plans

During 1997 the nature of the advice provided by national industry training advisory bodies changed to reflect the newly agreed roles of these bodies. In 1997 the Authority moved to a service agreement funding model in which the Authority, in recognition of the role of national industry training advisory bodies relating to the exchange of advice between government and industry, requires the provision of an industry strategic plan.

This plan differs to the previous Vocational Education and Training Plans in that it:

- is maintained and updated on an ongoing basis;
- is subject to six monthly validation assessments by industry and a sample of large, medium and small businesses and providers in all States and Territories in which the relevant industry operates;
- exchanges advice with State and Territory industry training advisory bodies or regional bodies;
- is freely accessible by any relevant party; and
- includes details of priority Training Package needs that are planned, those currently under development, and those that are expected to be available in the forthcoming six months.

These plans are more focused on the operation of the national industry training advisory bodies than the previous Vocational Education and Training Plans and are proving a valuable planning tool for the advisory bodies. They also assist in negotiations between the Authority and each industry training advisory body on Training Package needs.

Key National Initiatives in 1997

This section provides a summary of the key national initiatives in 1997. More detail on each of the initiatives is included in the later sections of the report.

THE NATIONAL TRAINING FRAMEWORK

The refinement and implementation of the National Training Framework was a key national initiative in 1997. The National Training Framework is designed to make the regulation of Australia's national training arrangements simpler and more flexible and to meet industry's demand for high quality, nationally portable outcomes and flexible, responsive delivery.

The two major inter-related features of the National Training Framework are:

- the Australian Recognition Framework - revised and simplified arrangements for the recognition of training organisations, training products and services, assuring quality of training provision; and
- Training Packages - which include industry/enterprise competency standards packaged against Australian Qualifications Framework qualifications, and assessment guidelines. Training Packages may also include learning strategies, assessment resources and professional development materials.

The Australian Recognition Framework

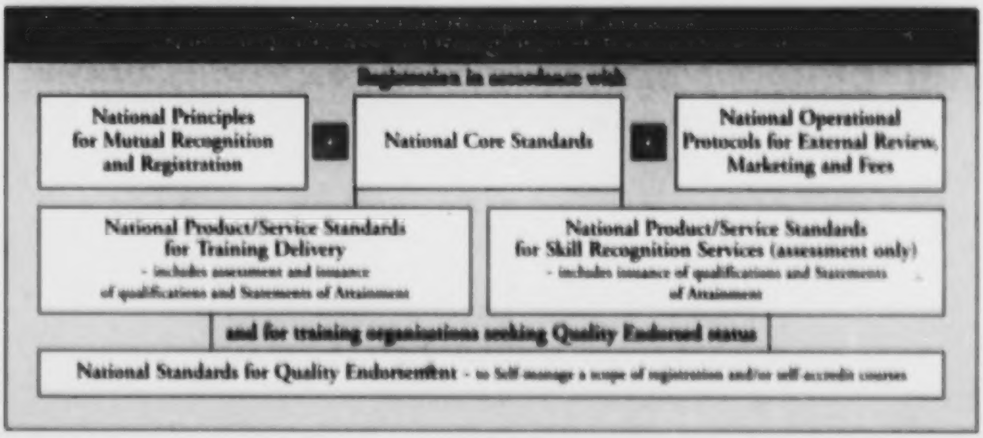
The Australian Recognition Framework is a comprehensive approach to national recognition of vocational education and training. It is based on a quality assured approach to the registration of training organisations seeking to deliver training, assess competency outcomes and issue qualifications and Statements of Attainment.

The new recognition arrangements will commence operation across all States and Territories on 1 January 1998. The arrangements were developed by the National Training Framework Committee in conjunction with the States and Territories, the Commonwealth and industry. They include National Principles for Mutual Recognition and Registration, National Registration Standards and National Operational Protocols, as agreed by the ANTA Ministerial Council on 14 November 1997.

Under the Australian Recognition Framework, registration of training organisations is the key quality assurance mechanism within the vocational education and training sector. Whereas registration was previously tied to the capacity of training organisations to deliver accredited curricula, it now focuses on their capacity to provide a range of training and assessment services and products leading to high quality competency outcomes.

Key features of the Australian Recognition Framework include:

- mutual recognition of training organisations, qualifications and training products and services;
- streamlined registration arrangements; and
- strengthened quality assurance measures.



Registration in accordance with

National Principles for Mutual Recognition and Registration + National Core Standards + National Operational Protocols for External Review, Marketing and Fees

National Product/Service Standards for Training Delivery - includes assessment and issuance of qualifications and Statements of Attainment

National Product/Service Standards for Skill Recognition Services (assessment only) - includes issuance of qualifications and Statements of Attainment

and for training organisations seeking Quality Endorsed status

National Standards for Quality Endorsement - to Self manage a scope of registration and/or self accredit courses

National Training Packages

National Training Packages provide the basis for consistency in training/qualification outcomes and lay the foundation for a wider range of learning and career paths within and across industries. They are national products developed by industry to meet current and emerging skill needs.

Throughout the year there was substantial activity in relation to the development of national Training Packages across a diverse range of industries. In total, 45 Training Packages were under development across 21 diverse industry groupings. Of these, seven were endorsed by the National Training Framework Committee. These comprised Training Packages for the Aeroskills, Clerical/Administration, Retail, Telecommunications, Tourism/Hospitality and Transport Distribution industries as well as one enterprise Training Package for fire service technicians.

NEW APPRENTICESHIPS

The term New Apprenticeships is used to describe a suite of major reforms to the vocational education and training system. These reforms are designed to expand the number and range of apprenticeship and traineeship opportunities for Australians, and make training more flexible and relevant to Australian industry.

Since May 1996, Ministers have agreed to a range of reforms to the legislative, regulatory and administrative framework for employment based training to prepare for the introduction of New Apprenticeships. These reforms include:

- ***Changes to the mechanism for public funding of apprenticeship and traineeship funding.*** From 1 January 1998, off-the-job training for commencing apprentices and all trainees has been secured through User Choice (see below).

- ***Changes to regulatory arrangements.*** Principal among these reforms is the agreement of State and Territory Ministers (with the exception of New South Wales) to remove the declaration of vocations. Removal of declared vocations has the potential to increase the range of industries and occupations covered by structured training agreements. States and Territories, except New South Wales, are moving to introduce legislation which, together with the introduction of Training Packages will enable the recognition of apprenticeships and traineeships as a pathway to a far greater range of qualifications.

- ***Changes to resourcing arrangements.*** Ministers have defined New Apprenticeships as an arrangement with:
  - a training agreement involving a combination of paid work and structured training; and
  - a negotiated training program responsive to client choice resulting in a nationally recognised qualification which meets a package of endorsed standards.

Under previous arrangements, only individuals undertaking programs of training specified under legislation attracted funding for the off-the-job component of their training. Decisions by Ministers mean that funding for New Apprenticeships is a high priority for the vocational education and training sector. Ministers have also agreed that access to a publicly funded training place as a New Apprentice will be based on an individual:

(a) • falling within the definition of a New Apprenticeship;

• not currently or previously having continuing full time employment in the enterprise in relation to which the training will take place; or

(b) • being an out-of-trade apprentice or trainee.

It was also agreed that States and Territories may negotiate to fund at their own discretion the off-the-job training delivery for that individual meeting the definition of a New Apprentice and currently employed in the enterprise in relation to which the training will take place.

In August 1997, the New Apprenticeship marketing campaign was launched by the Commonwealth Minister the Hon Dr David Kemp MP. The campaign theme in 1997 was *New Apprenticeships: works for me ... can work for you*. The campaign was designed to promote New Apprenticeships to employers and young people.

By mid 1998 all States and Territories will have legislative arrangements in place to support New Apprenticeships (interim arrangements exist in those States and Territories where legislation has not yet been passed). State and Territory marketing strategies for New Apprenticeships are well under way and are key to ensuring employers and individuals understand and take advantage of the new system.

USER CHOICE

The need to increase the responsiveness of the vocational education and training system to the needs of clients is considered paramount by industry and State, Territory and Commonwealth governments alike. User Choice is one key mechanism by which this can be addressed as it encourages a direct market relationship between individual providers and clients.

During 1997, States and Territories were preparing for the full implementation of User Choice to occur on 1 January 1998 for commencing apprentices and all trainees with the exception of New South Wales. In May 1997, New South Wales reserved its position on implementing User Choice. In November 1997, New South Wales announced that it would allocate $60 million to public and private providers through genuinely contestable means in 1998. All New South Wales trainees and their employers are able to select public or private training providers and all apprentices and their employers their preferred TAFE college.

Under User Choice arrangements, employers and their apprentices/trainees are able to exercise choice over which registered training organisation delivers their off-the-job training. Employers and apprentices/trainees are also able to negotiate with registered training organisations on specific aspects of training within the requirements of the selected Training Package, such as, training content, timing and mode of delivery.

In preparing for User Choice, States, Territories, the Commonwealth and ANTA have been addressing such implementation issues as establishing prices for training under User Choice, the management of thin markets (circumstances where the supply of training needs to be guaranteed), and the development of well targeted marketing strategies.

INDUSTRY ADVICE

Industry has a central role in building a vocational education and training system that meets the needs of the present and the future. The Authority supports National, State and Territory industry advisory networks through the provision of ongoing operational funding. For national industry training advisory bodies these funds are provided directly via service contracts and for the States and Territories funds are provided to the State and Territory Training Authorities.

National industry training advisory bodies are now required to maintain and update industry strategic plans and marketing plans on a six monthly basis in full consultation with their industry.

The industry advisory networks within some States and Territories were broadened during 1997 by the inclusion of peak State and Territory industry bodies and in one case the establishment of regional industry discussions groups. State and Territory industry training advisory bodies continue to provide the bulk of industry advice but this broadening provides an opportunity for those not affiliated with an industry training advisory body to provide advice to government.

IMPROVED EFFICIENCY AND ACCOUNTABILITY

The vocational education and training sector constitutes a major expenditure for the Commonwealth, State and Territory governments. Value for money, public accountability and the efficient use of resources must be able to be measured and demonstrated to taxpayers and clients of the system. In addition, high quality information is required to ensure informed decision making in the operation of the vocational education and training system. Throughout 1997, a continued effort has been undertaken to improve the efficiency and effectiveness of the vocational education and training sector.

In November 1997, Ministers agreed on a Framework for Growth Derived from Efficiency subject to approval of respective State and Territory cabinets. From 1998, States and Territories are responsible for preparing a plan for achieving growth derived from efficiencies which will provide the basis for bilateral discussions with ANTA. A report on the outcomes of the bilateral discussions will be prepared for the endorsement of each State and Territory. The ANTA Board will provide the final reports of States and Territories to the ANTA Ministerial Council together with the Boards comments and recommendations on the outcomes of the discussions.

During 1997, the ANTA Board's Performance Review Committee developed a set of key performance measures for the vocational education and training sector at the request of the ANTA Ministerial Council and oversaw the development of the *1996 Benchmarking Vocational Education and Training* report (published as Volume 3 of the Annual National Report).

The primary objective of the key performance measures is to underpin accountability. However, the key performance measures also provide a mechanism with which to drive further improvements in the system. In November 1997 the Performance Review Committee, through the ANTA Board, submitted its recommendations, containing seven key performance measures, in a report entitled *Key Performance Measures for Vocational Education and Training*. The ANTA Ministerial Council endorsed the report in principle, subject to more work on the cost of implementation, and agreed to the continuation of the Performance Review Committee for a further year.

The National Advisory Committee on Vocational Education and Training Statistics undertook a review of the National Information Systems and developed a draft program designed to ensure that necessary data will be available in the future to report against the key performance measures. The committee also reviewed other aspects of the National Information System.

It proposed changes designed to provide comprehensive arrangements for the collection, analysis, reporting and dissemination of information, while being responsive to changing requirements that occur due to changes in policy and practice in vocational education and training. The proposed strategy was circulated to Ministers late in 1997.

The National Advisory Committee on Vocational Education and Training Statistics conducted two national surveys during 1997 and released the associated reports towards the end of that year. The Graduate Destination Survey provides information on the employment outcomes of TAFE graduates while the Employer Satisfaction Survey provides information regarding how well vocational education and training programs are meeting the needs of employers. These surveys are expected to drive improvements in performance in the vocational education and training system.

Greater Responsiveness

The following areas of activity are detailed in this section:

- **Advice from industry**
- **Allocation of resources through competitive processes**
- **User Choice**
- **Flexible delivery**
- **Frontline Management Initiative, Professional Development and META**
- **Demand for vocational education and training**
- **Small business**
- **Training culture**

ADVICE FROM INDUSTRY

Following changes to the funding arrangements of the national industry training advisory bodies and in accordance with the advisory role of national industry training advisory bodies, the Authority now requires from each national industry training advisory body the provision of an industry strategic plan. This plan is updated on an ongoing basis and is the formal means around which the industry training advisory body consults with its industry and advises government of changing needs and priorities.

1997 was a year of consolidation and progress for industry advisory networks. The revised national industry structure of 23 national industry training advisory bodies and five bodies recognised for the development of Training Packages became fully operational following an extensive review during 1996 and the earlier part of 1997. The review resulted in a small increase in the number of national industry training advisory bodies and confirmation of three agreed roles:

- development and maintenance of Training Packages;
- marketing the benefits to industry and enterprises of recognised national training and qualifications; and
- provision of strategic advice to ANTA and government on industry's vocational education and training priorities.

- **South Australian industry training advisory boards continued to be the principal source of advice to Government on the changing training requirements of industry. Industry training plans, prepared by the industry training advisory boards, showed major improvement on plans prepared for previous years. The framework and guidelines for future plans were also simplified and streamlined during the year.**

  Industry training plans were supplemented by the *Industry Notes* series of publications prepared by the Department of Education, Training and Employment. The publications describe the industries and sectors covered by each industry training advisory board and the structural and cyclical changes they face, with particular emphasis on labour market and training implications.

- **In the Northern Territory in 1997, the 1998 annual vocational education and training plan was developed after extensive consultation with industry training advisory boards and providers. To ensure that the planning process reflects unmet community demand as well as demand identified by industry, the Northern Territory Employment and Training Authority has employed community liaison officers to ensure that community input received through the advisory councils and other relevant groups is appropriately reflected in the planning process.**

  To ensure relevant participation, the Northern Territory Employment and Training Authority recognises the importance of industry training advisory boards linking their training plans to Indigenous peoples' aspirations and accurately reflecting their training needs.

There are 45 Training Packages under development of which seven had been endorsed by the National Training Framework Committee by the end of 1997. The remainder are expected to be endorsed during 1998. The Authority continually negotiates with the national industry training advisory bodies and the five recognised bodies to refine Training Package material currently under development and to develop more packages where appropriate.

ALLOCATION OF RESOURCES THROUGH COMPETITIVE PROCESSES

In 1997, $153 million, an increase of more than 40 per cent on 1996, was set aside by States and Territories for allocation on a contestable basis. Contestable funding mechanisms may include the purchase of provision through open tender, the negotiation of preferred supplier arrangements and joint funding arrangements.

- **Victoria budgeted more than $56 million, or 11.3 per cent of total provision, for allocation through contestable processes to registered training organisations, including TAFE institutes and private, community and enterprise providers. The State Training Board plans for this figure to rise to 30 per cent by the year 2000.**
- **During 1997, the Queensland Government purchased training through competitive mechanisms, which resulted in 208 contracts being awarded to TAFE and non-TAFE training providers for delivery of 4.7 million annual hours of curriculum. The value of these contracts totalled $25.6 million.**

In November 1996, at the request of the ANTA Ministerial Council, ANTA released a discussion paper - *Developing the Training Market for the Future* - for consultation with key stakeholders in system.

The paper posed three questions:

- how should clients on the demand side of the vocational education and training market be empowered?
- what action is needed to assist suppliers of vocational education and training services to respond effectively to demand?
- what is an appropriate role for government in the training market, particularly as a supplier through TAFE?

Throughout 1997, options for answering each question were canvassed through wide ranging consultations with States and Territories, industry training advisory bodies, groups representing employers and industry and community groups.

In summary, the findings concluded that there was broad support for the concept of a training market as a means to bring about:

- more efficient use of government funds;
- value for enterprises and individuals in terms of relevant, quality vocational education and training products and services; and
- a diverse national skill pool for the social and economic benefit of Australian industry and community.

The consultation also found that the role of Technical and Further Education (TAFE) Institutions as the publicly owned provider, was widely supported as essential to an effective system. Findings indicated that unless TAFE was maintained and developed, expensive areas of vocational education and training, community service obligations, innovation and quality standards may not receive the necessary attention.

A report entitled *Developing the Training Market - Interim report from consultations* was provided to Ministers from the ANTA Board in November 1997. Further consideration of issues raised in this consultation will be included in the development of the *National Strategy for Vocational Education and Training 1998-2003.*

USER CHOICE

The objective of User Choice is to increase the responsiveness of the vocational education and training system to the needs of clients through encouraging a direct and market relationship between individual training providers and clients. Under User Choice, clients will be able to negotiate with registered providers on specific aspects of training within the requirements of the selected Training Package. Brokers/ intermediaries may act on behalf of clients in the negotiation process. Aspects of training open to negotiation include:

- selection, content and sequencing of units of competence;
- timing, location and mode of delivery;
- trainer/facilitator;
- who conducts the assessment; and
- how the training is evaluated.

At the Ministerial Council meeting in May 1997, significant decisions were made in relation to the implementation of User Choice. These decisions included the endorsement of:

- the Statement of User Choice Policy;
- Common Costing Principles for User Choice; and
- Guidelines for Managing Interstate Activity.

Ministers also agreed that:

- User Choice will apply to all commencing apprentices and trainees on 1 January 1998, and that States and Territories will determine their own transition arrangements for continuing apprentices and trainees from 1 January 1998 (Western Australia indicated that User Choice will be implemented on a managed basis);
- the Commonwealth, States and Territories develop marketing strategies and products to promote User Choice under the banner of New Apprenticeships;
- a Training Program Outline be attached to all Training Agreements; and
- an Addendum for User Choice in New Apprenticeships be included in State and Territory 1997 Profiles.

From 1 January 1998, User Choice will be the funding mechanism for off-the-job training of commencing apprentices and trainees, with the exception of New South Wales. In May 1997, New South Wales reserved its position on implementing User Choice. In November 1997, New South Wales announced that it would allocate $60 million to public and private providers through genuinely contestable means in 1998. All New South Wales trainees and their employers are able to select public or private training providers and all apprentices and their employers their preferred TAFE college.

The implementation of User Choice will be central to the success of New Apprenticeships in that it will provide employers and individuals in training with the ability to ensure that off-the-job training is high quality, flexible and relevant to the needs of the individual, enterprise and industry.

- **Queensland has embraced the new User Choice arrangements, with the expansion of earlier User Choice trials to all Queensland locations for hairdressing, cooking, greenkeeping and all engineering trades. User Choice gives Queensland industry much greater power to negotiate with registered training providers, thereby creating a demand driven, client focused vocational education and training system.**
- **During the expanded trial, training was purchased using competitive processes, with existing registered providers of training invited to submit offers. As a result, 16 TAFE institutes and 11 non-TAFE providers were selected. Other User Choice arrangements, such as employers and apprentices choosing what training is delivered, and where and how, were also trialed in 1997.**

The ongoing implementation of User Choice will be informed by the findings of a national evaluation which will be conducted in two stages. The tendering for the evaluation commenced late in 1997 with the beginning of the evaluation planned to coincide with the full implementation of User Choice in January 1998. The second stage of the evaluation is expected to be completed in mid 1999.

FLEXIBLE DELIVERY

A Flexible Delivery Implementation Plan was developed in 1997 to address the recommendations of the National Flexible Delivery Taskforce aimed at increasing flexibility in delivery of vocational education and training programs, improving access and giving clients greater choice about training options.

This $2 million investment in Flexible Delivery incorporated a range of projects, four of which were managed by the EdNA VET Advisory Group (through its managing agent the Office of Training and Further Education, Victoria), reporting to and liaising with ANTA on a regular basis. Two projects were managed by individual States and Territories reporting direct to ANTA, and the remainder were administered by ANTA or ANTA working groups independently.

The varied subject matter of these projects (from research to resourcing; teaching to technologies) meant that a great deal of ground was able to be covered. Among the outcomes were:

- around 40 individual research projects formulated and managed by States and Territories, many of which presented and discussed findings at the NET*Working '97 Flexible Delivery conference.
- the first national physical and online Flexible Delivery Conference NET*Working '97, held in Adelaide from 19-21 November 1997 and on the internet. Approximately 300 delegates attended the physical conference in Adelaide, with in excess of 500 national and international participants registering for the online component.
- research into resource allocation models and costing studies appropriate for flexible delivery, involving site work in five institutes across Queensland and New South Wales.
- an investigation of the role of online technologies in supporting (people) networks in the vocational education and training sector through a series of demonstration projects in various industries and training organisations.
- research and recommendations on a national standards policy and vocational education and training standards for communications and multimedia technologies in order to maximise compatibility and connectivity between all States and Territories.
- a research and publishing project which identifies and makes more accessible to teaching practitioners information about communications and multimedia technologies via a comprehensive web site and a desk-handy users brochure (to be published in 1998) for quick reference.
- increased communication on flexible delivery, via print material in ANTA Fast Facts, Australian Training and the ANTA web site, a pre-conference Presenter's Workshop held in Adelaide, publication and dissemination of a case study book on 1996 Flexible Delivery Pilots, and a comprehensive evaluation of NET*Working '97.
- a feasibility study into the establishment of a national vocational education and training Cable TV channel delivering training direct to businesses and homes.

- In 1997, TAFE New South Wales broadened the range of delivery modes available to students, with the New South Wales TAFE institutes delivering more than 250 courses using flexible modes of delivery. All institutes have established flexible delivery centres. Examples of flexible delivery included:
    - the Flexilink Centre in New England Institute delivered Retail and Clerical Traineeships throughout New South Wales and Southern Queensland using audio graphics and teleconferences;
    - the Advanced Diploma in Library Studies was offered in New South Wales in a full flexible delivery mode; and
    - the OTEN FLEXI-LEARN model of concentrated face to face delivery combined with distance delivery has been developed for accountancy programs.
- The initial development of the Victorian Virtual Campus was completed, with the establishment and trialling of the Campus' website, and the provision of $1 million for on-line course development in the electrical / electronics, hospitality and business industries. Meanwhile, Victoria is looking at an increasingly online future. The State's Office of Training and Further Education's communications and multimedia strategy includes a shift in investment from capital works to technology infrastructures. $2.5 million was provided to expand the capacity of the State training system's networks. The Innovate for Learning conference looked at the use of technology to deliver training, and led to twelve pilot projects to plan innovative training delivery.
- In the Australian Capital Territory, The Canberra Institute of Technology adopted new technologies and flexible delivery patterns to improve access for students in a number of courses such as Information Technology, Communication, Child Care Service Management, Community Services, Metals and Automotive Studies, Interior Design and Fashion and Graphic Design. Delivery modes include self paced courses, taken at a time of the students choosing, distance learning and delivery at the workplace.

FRONTLINE MANAGEMENT INITIATIVE, PROFESSIONAL DEVELOPMENT AND META

The Frontline Management Initiative project will provide opportunities for the development of frontline management expertise within Australian industry over the next five years through the development and implementation of an innovative, nationally endorsed competency based approach to assessment and learning. This project has assisted in the development and implementation of New Apprenticeships, has informed the development of the National Training Framework and has integrated industry Training Packages.

Throughout 1997, a prototype of an integrated national Training Package, providing a flexible framework relevant to the needs of contemporary Australian Frontline Management, was developed, trialed and implemented. Other initiatives in 1997 included:

- the completion and evaluation of Frontline Management Initiative national pilot trials;
- the integration of Frontline Management competency standards into national Training Packages which are under development; and
- the enhancement, publishing and distribution of Frontline Management Initiative products (with the assistance of Prentice Hall Australia).

Framing the Future

Framing the Future is a major national staff development initiative which uses workbased learning to promote an understanding of, and participation in the National Training Framework for the vocational education and training sector.

In 1997, Framing the Future consisted of a range of activities including 42 work based learning Staff Development projects and the training of 194 advisers. A world wide web site was also established with over 4,000 contacts being made by December 1997.

An independent formative and summative evaluation of Framing the Future included:

- feedback and participation of 800 participants from across the vocational education and training sector; and
- a focus on the National Training Framework and the Australian Recognition Framework.

Other Staff Development initiatives in 1997 included:

- the production of a staff development kit called *Working Towards 2010* to support flexible delivery of staff development;
- the development of a staff development resource to support users of management information systems; and
- the completion and distribution of all National Staff Development Committee projects including a series of research reports, an update of the ResponsAbility Kit, the publication of the From Disk to Desk Report: *The Impact of Staff Development.*

Management Enhancement Team Approach (META)

The Management Enhancement Team Approach is a system which provides a flexible, team based approach to management development facilitated by on-line technology.

Throughout 1997, the Management Enhancement Team Approach was reviewed and an on-line format for delivery was maintained. Specific on line training for advisors was also provided and resources to support this were developed. An overall evaluation of the approach was published and distributed.

DEMAND FOR VOCATIONAL EDUCATION AND TRAINING

The aim of the *Demand for Vocational Education and Training* project is to dimension the extent of potential growth in demand for vocational education and training, to assist in the development of the National Strategy and the work of the Performance Review Committee. In 1997 the project advanced significantly and included the following achievements:

- the development of a model of demand for vocational education and training places, which is based around the premise that demand for places in vocational education and training is likely to be related to labour force trends, given that most participants in vocational education and training are in the labour force;
- international benchmarking of qualifications profiles. Australia ranks relatively highly against other OECD countries in terms of the proportion of the population with degree or higher level qualifications. The report suggests that levels of post-compulsory vocational education and training qualifications might be improved and that this might significantly enhance Australia's international competitiveness; and
- the development of updated forecasts of employers demand for persons with vocational education and training qualifications, which indicates there will be continued strong demand for vocational education and training qualifications in the period ahead.

SMALL BUSINESS

The ANTA Board has acknowledged that the vocational education and training system needs to become more responsive to small business.

Throughout 1997, ANTA undertook extensive consultations across Australia to gain advice and input from small business operators on training issues. Around 25 seminars were held, in all States and Territories, during February, March and April, including a total of 450 people.

The consultation highlighted a number of key issues including coordination of government services, improved marketing and flexibility in training products and services. The findings have informed a range of policy initiatives.

- **Throughout 1997, the South Australian Government advanced the training needs of small business by:**
  - **undertaking a survey of State government agencies on their support for training for small business;**
  - **designing a Small Business Employer Incentive Scheme to support small business in taking on a young apprentice or trainee;**
  - **developing an extensive listing of award courses which assist small business;**
  - **introducing a Small Business traineeship; and**
  - **piloting innovative ways of having small business involved in formal vocational education and training (DEETYA funded project).**

TRAINING CULTURE

At the Ministerial Council meeting in May 1997 it was agreed that a national Working Group of senior State, Territory, Commonwealth and industry representatives and ANTA officials would be established to develop a comprehensive strategy to promote the development of a training culture throughout Australia.

The Working Group met twice in 1997 and will continue to meet in 1998 prior to presenting a report to Ministers in May 1998. Queensland was the managing agent for progressing the issues relating to the Training Culture project.

Two consultancies were undertaken to support the Working Group in its deliberations. These were an international literature search undertaken by Deakin University and a series of industry and community focus groups undertaken by KPMG. The outcomes of the consultancies provide evidence that there is a need for a training culture to be developed in Australia.

The literature search included research on:

- the links between training, workplace productivity and economic growth;
- the nature of enterprise training in Australia and reasons why firms train;
- the participation of employees in training; and
- student, parent and employer attitudes to vocational education and training.

The focus groups provided information in the following areas:

- training culture;
- cost of training;
- role of schools in career decision making;
- effectively conveying the right message;
- work placement;
- TAFE and other providers;
- ensuring that students are work ready;
- incentives, rewards and disincentives; and
- legislation and policy.

The working group is developing a series of initiatives and actions, based on the findings of the consultancies, to build a training culture for Australia. These initiatives will form the basis of the report to Ministers in May 1998.

Enhanced Quality

The following areas of activity are detailed in this section:

- **Best Practice and quality assurance**
- **National Training Framework**
- **National vocational education and training research**

BEST PRACTICE AND QUALITY ASSURANCE

There is a growing commitment to developing a culture of continuous improvement in the vocational education and training system by means of benchmarking and by striving to reach best practice levels. The expanding national and international marketplace is placing increasing pressure on vocational education and training organisations to demonstrate the quality of products and services against a recognised standard of performance.

With this in mind, the ANTA Board continued its commitment to best practice and benchmarking initiatives and allocated $3 million in national project funding towards 1997 Best Practice projects.

The ANTA Quality and Best Practice Working Group continued to be the reference group for the projects. The Working Group, comprising representatives from all States, Territories, ANTA and the Commonwealth, worked towards progressing the implementation of best practice and benchmarking. Mr Ian Hill, Chief Executive Officer, Western Australian Department of Training is Chair of the group.

Throughout 1997, the Working Group provided advice to ANTA Chief Executive Officers' Committee on the achievement of national objectives in best practice and benchmarking, and provided a link between the work on best practice and benchmarking with the work of the Australian Recognition Framework as it relates to quality assurance, continuous improvement and quality endorsement.

Building on the positive work on quality, best practice and benchmarking undertaken by the vocational education and training sector over the past few years, the Quality and Best Practice Working Group guided a number of initiatives during 1997. These initiatives were:

- the Demonstrating Best Practice in vocational education and training project whereby funding was provided to 45 proponents who could clearly demonstrate best practice in a core business category. Proponents were required to substantiate best practice claims through qualitative and quantitative performance measures, with particular emphasis on benchmarking activities;
- promoting Best Practice through the continuation of the national best practice newsletter and the national seminar on best practice and quality assurance;
- the 1997 Training Provider of the Year Award at the Australian Training Awards was won by the South Australia's Regency Institute of TAFE for outstanding achievement in vocational education and training. In winning the Award, the Institute was presented with a prize of $25,000 to sponsor a research or training and development activity; and
- State and Territory workshops to facilitate the dissemination of the Principles for Quality in vocational education and training and subsequent outcomes statements.

NATIONAL TRAINING FRAMEWORK

As outlined in the chapter key national initiatives in 1997, the National Training Framework is designed to improve the capacity, relevance and responsiveness of Australia's vocational education and training system. The National Training Framework Committee has advisory functions, particularly in relation to National Training Framework policy, and determinative functions, for example in relation to the endorsed components of Training Packages.

The National Training Framework will enhance quality by:

- ensuring training delivery and recognition is based on competency-based outcomes which meet industry's requirements for portable national qualifications, while acknowledging specific enterprise applications;
- strengthening quality assurance requirements within national recognition arrangements, through linking registration of training organisations to minimum national Principles, Standards and Operational Protocols, including enhanced external audit requirements, and through the closer specification of assessment requirements within the Australian Recognition Framework and in Training Packages;
- encouraging greater flexibility and responsiveness by training organisations to enterprise and other client requirements; and
- incorporating a range of pathways to achievement of a qualification or Statement of Attainment under the Australian Qualifications Framework.

Australian Recognition Framework

The Australian Recognition Framework outlines the quality assurance and recognition arrangements that underpin the National Training Framework. It represents a major advance over previous recognition arrangements, responding to industry demand for a strengthened quality assurance focus to ensure consistent quality training outcomes.

Preparation for the introduction of the Australian Recognition Framework has involved a major review of recognition arrangements by all States and Territories throughout 1997. This has included the review of legislation, administrative systems and documentation as well as comprehensive promotion/marketing campaigns, and staff development initiatives. ANTA provided almost $2 million to assist States and Territories in this task. In addition, ANTA convened an Australian Recognition Framework Transitional Issues Group to address emerging implementation issues, with membership drawn from all States and Territories and DEETYA. The group met several times during 1997 in the lead up to implementation of the Australian Recognition Framework and has been a key mechanism for ensuring consistency in interpretation across States and Territories.

While the Australian Recognition Framework sets out broad policy in relation to recognition arrangements, it is critical that there be consistency in its application across the various State and Territory systems to ensure quality outcomes and underpin the Australian Recognition Framework's mutual recognition provisions. The Australian Recognition Framework Transitional Issues Group considered the following issues prior to implementation of the Australian Recognition Framework:

- determining the scope of registration;
- deeming arrangements for existing providers;
- the role of industry in relation to the Australian Recognition Framework;
- National Accreditation Principles;
- National Assessment Principles; and
- external audit arrangements.

The new recognition arrangements, combined with the flexibility offered through Training Packages and other initiatives such as User Choice and New Apprenticeships, will allow registered training organisations to provide a more flexible, responsive service to enterprises and other clients. Greater opportunities to establish partnerships with schools, small business and enterprises to deliver and assess workplace based training will also emerge under these new arrangements. In addition, registered training organisations may receive delegations from a State or Territory Recognition Authority to self-manage the scope of their registration and/ or self-accredit courses, where no relevant Training Package exists.

Consistent application of the Australian Recognition Framework within the schools sector is a further challenge which will be critical for the expansion of structured entry-level training, including New Apprenticeships. During 1997, the National Training Framework Committee worked closely with the Australian Curriculum, Assessment and Certification Agencies to develop a set of principles to underpin this application. A consultation paper setting out these proposed principles and seeking comment on related implementation matters was finalised during 1997. This will form the basis for widespread consultation with all sectors in the early part of 1998, prior to it being further considered by the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA).

National Training Packages

Training Packages will support and simplify the national vocational education and training system including the implementation of New Apprenticeships, by specifying and underpinning the delivery of industry competency requirements through national qualifications.

Within Training Packages, the endorsed components specify industry requirements in the form of competency standards, national qualifications and assessment guidelines. In the development of Training Packages throughout 1997, there has been a major emphasis on the incorporation of flexibility into these components to support responsiveness at the enterprise level. The non-endorsed components of Training Packages are subject to the same arrangements and consultative processes as endorsed components. Non-endorsed components, in the form of learning strategies, assessment resources and professional development materials are being developed for most Training Packages to provide guidance for trainers and assessors.

Key initiatives undertaken during 1997 to enhance the quality of Training Package outcomes and related processes include:

- the publishing and distribution of comprehensive Guidelines for Training Package Developers;
- close liaison with national industry training advisory bodies and training systems, to support smooth implementation;
- a range of professional development projects, including the highly successful Framing the Future initiative, targeted at those directly involved in implementing the new arrangements, both at the training organisation and enterprise levels; and
- support for the integrated marketing of Training Packages through national industry training advisory bodies.

During 1997, the National Training Framework Committee undertook the review of several aspects of Training Package development. The review included the assessment guidelines and the qualifications section of the Guidelines for Training Package Developers.

The review of the assessment guidelines component of Training Packages resulted in modification of this section of the Guidelines for Training Package Developers, to ensure the requirements were compatible with the role of States and Territories under the emerging Australian Recognition Framework arrangements. This work was also informed by the completion of a number of industry-based assessment projects, including several research projects on related matters including the cost of assessment, credit transfer and articulation, the reporting of vocational education and training competency outcomes and preliminary work on specifications for a skills passport. These reports were also the subject of broader consultations during the year.

In relation to the qualifications section of the Guidelines for Training Package Developers, the National Training Framework Committee endorsed a consultation paper developed by ANTA, in conjunction with the Australian Qualifications Framework Advisory Board, for wide distribution in late 1997. The paper and information gathered during the consultations is intended to provide the basis for a revision of the Australian Qualifications Framework Implementation Handbook and the qualifications section of the

Guidelines for Training Package Developers. A National Training Framework Committee decision in relation to the development of qualifications defined by combining competency standards drawn from different Training Packages and/or endorsed competency standards has been incorporated in this material.

The Australian Qualifications Framework is being progressively implemented over a five year period which began in January 1995. The National Training Framework Committee plays a significant role in this implementation through its nomination of two vocational education and training representatives, one of whom is also a member of the National Training Framework Committee, to the Australian Qualifications Framework Advisory Board. The representatives on the Advisory Board in 1997 were Mr Malcolm Goff from the Western Australia Department of Training and Ms Anne Mibus from the Queensland Department of Training and Industrial Relations.

The National Training Framework Committee finalised a set of processes relating to the endorsement of Training Packages, including a comprehensive pre-endorsement evaluation process. This involves the participation of States and Territories in jointly reviewing Training Packages with ANTA personnel, prior to the Training Packages being considered by the National Training Framework Committee. This process has proved extremely valuable, ensuring Training Packages meet the National Training Framework Committee Guidelines and are consistent with Australian Recognition Framework requirements. There has also been improvements in the speed of processing and subsequent endorsement of individual Training Packages.

National industry training advisory bodies, the bodies responsible for the development of the majority of Training Packages, were provided with regular and comprehensive briefings during the year to explain developments in relation to both policy and associated processes.

In addition, extensive work has been undertaken on the development of the National Training Information Service (NTIS) to enhance the operation of the National Training Framework and its focus on flexible, high quality outcomes.

NATIONAL VOCATIONAL EDUCATION AND TRAINING RESEARCH

The research programs funded by ANTA are aimed at ensuring that vocational education and training policy and practice is enhanced by relevant and up-to-date research and evaluation. In 1997, research funds were applied to two areas:

- National Research and Evaluation Committee which replaced the ANTA Research Advisory Committee; and
- Key Vocational Education and Training Research Centres.

National Research and Evaluation Committee

The National Research and Evaluation Committee continued to pursue a coordinated and strategic approach to research and evaluation in vocational education and training to support informed policy decision making and implementation.

Functioning under the National Centre for Vocational Education Research, the National Research and Evaluation Committee developed a national research and evaluation strategy for vocational education and training in Australia to the year 2000. After wide circulation of a consultation paper to all stakeholder groups during March, focus group meetings and interviews were held with stakeholders in all States and Territories to ensure that research and evaluation priorities were validated. *The National Research and Evaluation Strategy for Vocational Education and Training* was published and circulated in June-July 1997.

The National Research and Evaluation Committee research program, based on the national research and evaluation strategy, has focused on six main areas:

- economic and social implications of vocational education and training;
- employment and the work force;
- pathways from school to work;
- outcomes of the vocational education and training sector;

- the quality of provision of vocational education and training; and
- future issues affecting the vocational education and training sector.

Key Vocational Education and Training Research Centres

ANTA continued to fund key centres for research into vocational education and training issues. In 1997 four key centres were operational. These centres were:

- Research Centre for Vocational Education and Training (RCVET). This centre operates through the University of Technology Sydney and focuses primarily on issues involving workplace learning and assessment;
- Centre for the Economics of Education and Training (CEET). This centre is based at Monash University and their research activities focus on the economic impact of vocational education and training;
- Centre for Research and Learning in Regional Australia (CRLRA). This centre operates from the University of Tasmania and directs their research activities to enhancing the effectiveness of learning in non-metropolitan areas; and
- Centre for Vocational Assessment Research (CVAR) - funded as a nascent centre. This centre operates through NSW TAFE and the University of Melbourne and focuses on vocational assessment.

These Key Research Centres are funded by ANTA to:

- conduct research into their particular areas of expertise;
- disseminate their findings amongst the research community, vocational education and training sector and policy makers;
- develop and promote linkages within the vocational education and training research community; and
- provide policy advice.

Improved Accessibility

The following areas of activity are detailed in this section:

- New Apprenticeships
- Group training
- Equity and participation in vocational education and training
- Vocational education and training in schools
- Adult and community education

NEW APPRENTICESHIPS

New Apprenticeships has reformed the employment based training system and is designed to increase the number of training opportunities for individuals and to make vocational education and training more attractive and accessible to employers.

In May 1997, Ministers agreed to a comprehensive set of recommendations made by the ANTA Board which established a detailed policy framework for the implementation of New Apprenticeships. The resolutions related to:

- resourcing and User Choice;
- regulatory arrangements;
- national principles for group training;
- vocational education and training in schools; and
- management information needs.

In preparing for the introduction New Apprenticeships, States and Territories made legislative, regulatory or administrative changes during 1997 to effect the policy decisions made by the Ministerial Council. These changes together with the phased introduction of Training Packages, will improve accessibility through:

- improving the industry relevance of employment based training;
- enabling greater enterprise customisation of training;
- enhancing training delivery options;
- making apprenticeships and traineeships available in a wider range of industries and occupations; and
- providing for apprenticeship and traineeship training to the Advanced Diploma level.

To support the implementation of these policy changes, a project to develop an action plan for addressing equity in New Apprenticeships is being undertaken by the ANTA Board Advisory Committee on New Apprenticeships. A discussion paper was prepared in 1997 and consultations are planned to take place with key stakeholders early in 1998.

- Better information and other support for enterprises, teachers and individuals interested in New Apprenticeships were the aims of two Commonwealth, State and Territory initiatives during the year.

  Eighteen contracted entry level training agency demonstration projects operated at 35 sites around Australia. They provided a single contact point for employers and individuals, offering information, advice and support in relation to off-the-job and on-the-job training, Commonwealth financial help, and training arrangements under the *Workplace Relations Act 1996*.

  The national campaign for New Apprenticeships aimed to build awareness of New Apprenticeships among employers and young people. National activities (such as advertising, a toll free telephone service and direct mail) were underpinned by local marketing activities by community organisations, using a marketing kit prepared for this purpose.

GROUP TRAINING

Group training schemes employ apprentices and trainees and rotate them amongst host employers for the purpose of their on-the-job-training. They also organise off-the-job training for their apprentices and trainees. Group training schemes provide employment and training opportunities for young people by:

- allowing small business without the capacity to employ a permanent apprentice or trainee to participate in employment based training;
- utilising the short term training capacity of small and medium sized firms; and
- allowing highly specialised companies, not able to offer the full range of training experiences, to offer apprenticeship and traineeship opportunities.

In December 1997, there were approximately 100 group training schemes funded under the Joint Policy for Group Schemes, employing some 22,500 apprentices/trainees. Other unfunded group training companies employ a further 3,000 apprentices and trainees. Group Training Australia has established a target of 40,000 apprentices/trainees in group training by the year 2000.

At the May 1997 meeting of the ANTA Ministerial Council, Ministers agreed to a new set of national principles for group training. These principles identify the major priority for group training as achieving the greatest possible expansion of apprenticeship and traineeship opportunities. The principles were developed as a result of nation wide consultations conducted on the basis of the Issues Paper, *Taking Care of Business: Growth Through Group Training*.

A new national approach to funding was endorsed at the November 1997 meeting of the ANTA Ministerial Council. This approach ensures that joint government funding will be directed to the purchasing of outputs. It is also designed to promote equity and policy priorities of the State and Territory governments.

EQUITY AND PARTICIPATION IN VOCATIONAL EDUCATION AND TRAINING

Responding to the needs of a diverse client base has proved to be a significant challenge for the vocational education and training system. It is recognised that policy, planning, funding and delivery mechanisms for vocational education and training need to be inclusive of the needs of all. Without specific attention being given to the factors that prevent many people from engaging optimally in vocational education and training, the objectives of the National Strategy cannot be achieved. In May 1997, Ministers for vocational education and training agreed that one of the objectives of the National Strategy would be "achieving equitable outcomes in vocational education and training".

Research

To provide a better understanding of the experience of clients a ***Longitudinal Study***, undertaken by the University of Melbourne Centre for the Study of Higher Education, continued through 1997. It is based on interviews in a range of vocational education and training provider organisations and looks closely at learner attributes and vocational education and training outcomes. Progress reports were provided in 1997 with the final report due for completion in 1998.

Equity work across the vocational education and training system has been informed by the release of a ***Stocktake Report*** produced by ANTA in 1997. The Stocktake Report comprised two parts: Part A was a Report of Equity Literature: barriers, strategies and policies; Part B was a summary of reports since 1990 in the vocational education and training field. The Stocktake Report raised a range of questions about how expectations and policy in relation to access and equity are dealt with, and that, together with the *Equity 2001 Report*, has provided input into the *National Strategy for Vocational Education and Training 1998-2003*.

In 1996, a major background report was commissioned from the University of Adelaide to better understand the needs of clients in rural and remote areas. This report was completed in 1997 and a summary was prepared to inform better practice across the system.

Client Advisory Arrangements

Policy making in the vocational education and training system is informed by advice from specialist equity committees.

The Aboriginal and Torres Strait Islander Peoples' Training Advisory Council (ATSIPTAC)

The ATSIPTAC was established to provide strategic advice to the ANTA Board on issues directly relating to Aboriginal and Torres Strait Islander Peoples' and their participation in vocational education and training. The Council met four times during 1997, as well as hosting a National Networking Group in Canberra in August 1997. Early in 1997, an agreement was negotiated with Kangan Institute of TAFE for the administration of ANTA's annual contribution to ATSIPTAC, the employment of the Executive Officer and the provision of accommodation and other office infrastructure for that position. An ATSIPTAC discussion paper "Community Development through Skills Development" was released in August 1997.

New Apprenticeships implementation, the National Strategy, the guidelines for vocational education and training in schools and group training arrangements have all been informed by advice from ATSIPTAC.

ANTA Disability Forum

ANTA also receives advice from the ***ANTA Disability Forum***, and in May 1997 an agreement was negotiated with ACROD (Qld), the National Industry Association for Disability Services, for the administration of ANTA's annual contribution to the Disability Forum, the employment of a part-time Executive Officer and administration costs. The forum met three times during 1997 and also participated in a well received strategic directions workshop. The forum contributed significantly to the equity aspects of New Apprenticeships, the *National Strategy on Vocational Education and Training 1998 - 2003*, communications strategy and group training arrangements.

MCEETYA Women's Taskforce

Advice on gender equity issues comes from the ***MCEETYA VEET Women's Taskforce***. This group comprises representatives from States, Territories, the Commonwealth and selected representatives from industry. During 1997 each State and Territory developed an action plan to support the implementation of the National Women's Vocational Education and Training Strategy (released 1996). There were 12 national projects conducted by this Taskforce to meet the needs of women in vocational education and training during 1997.

Equity Activity

In 1997, funds were distributed to States and Territories under the ***Equity Performance Measures Demonstration Strategy***, exploring further the concepts and principles outlined in the report on *Equity 2001*. These funds were provided to enable State and Territory Training Authorities to demonstrate different approaches via public and private training providers, enterprises, and group training companies to improve training participation and outcomes for people under-represented in training and employment.

Funding was also released by ANTA to all States and Territories to support women in non-traditional trades.

There were two professional development projects for Aboriginal and Torres Strait Islander Peoples' during 1997. One project was in Adult Literacy and Basic Education, while the *"How to" RPL Project* was to support teachers dealing with Aboriginal and Torres Strait Islander students.

During 1997, the majority of activity, conducted at State and Territory level, has been diverse in approach and has covered a variety of equity target groups.

- An innovative alliance between the Northern Territory's Centralian College and Aboriginal communities has resulted in programs being offered in many communities across the Territory. 'Itinerant' lecturers visit local communities for one or two days a week, offering a wide range of programs. The success of the program can be seen by increased enrolments, more completions and requests for more programs from more communities.
- Queensland's vocational education and training disability policy was developed during the year, and proposed principles, objectives, and suggested means of achieving better outcomes for people with a disability. Disability support officers, TAFE Queensland's Access and Equity Network, and improved equipment are just three initiatives intended to improve participation and successful completion by students with a disability. In 1997, 355 apprentices and 1,329 trainees identified themselves as having a disability or other need.
- The Australian Capital Territory's women in small business mentoring program helps women in small business to build their business confidence, and encourages them to make training (especially entry level training) a part of their business strategy. Forty participants completed the program in 1997.
- In 1997, South Australia progressed a number of initiatives detailed in their Access and Equity Strategy. These initiatives include:
    - *A State Strategy for Women in Vocational Education and Training* for implementation in 1998;
    - ongoing training for trainers and support staff in Gender Agenda, cultural sensitivity, ResponsAbility package and the promotion of an environment that is free from sexual harassment; and
    - the completion of the research report *Women's Participation in TAFE SA* which will assist in identifying appropriate targets for women's participation in TAFE SA.
- In Western Australia throughout 1997, four strategies were in place to ensure access to the vocational education and training system for people with inadequate English language or educational skills. These strategies were:
    - Articulation arrangements for both the *Certificate of General Education for Adults* and the *Certificates in Spoken and Written English*;
    - A book of *Case Studies in Good Practice for Language, Literacy and Numeracy in Vocational Training* was published and distributed for information to providers; and
    - The Volunteer Tutor Scheme and the Enterprising Training Initiative (ENTRI). These programs are community-based adult literacy programs which provide pathways into vocational training.

- Tasmania supported its rural communities with the Tasmanian launch of the Education Network Australia website. This site is a comprehensive directory of electronic education and training resources. As well, TAFETRAIN Flexible delivery options at the Launceston Institute of TAFE opened for 56 hours per week, 48 weeks of the year and had 820 enrolments by the end of the year.
- In 1997, TAFE New South Wales finalised development of the guide for developing inclusive curriculum teaching and learning resources, designed to foster supportive learning environments for all students regardless of their differences. *Developing Inclusive Curriculum* will be launched in 1998.
- In Victoria, the Ministerial Statement on Managing Diversity is being implemented through the State Training System. Clients of the State Training System are able to access and participate effectively in vocational and further education programs, irrespective of gender, age, location, disability or disadvantage. Initiatives to support the implementation of Managing Diversity included a *Benchmarking for Educational Effectiveness Program*.

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS

As a response to high youth unemployment rates, the need for skilled workers, and the need to expand pathways for senior students, Commonwealth, State and Territory governments are increasingly focusing on vocational education and training in schools.

1997 represented the first year of a four year vocational education and training in schools initiative that the ANTA Ministerial Council approved in September 1996 which agreed that $20 million of ANTA funds be allocated each year to vocational education and training in schools. This is part of a Commonwealth allocation of $187 million over four financial years to expand vocational education and training in schools.

The ANTA funds were available to both the government and non-government education sectors in 1997 for the development and delivery of programs which contributed to the implementation and expansion of vocational education and training in schools, measured against set benchmarks. Priorities include the development of school-based apprenticeships and traineeships, support for innovative initiatives which articulate with apprenticeships and traineeships, and the consolidation of existing projects which have shown initial success. Some government and non-government education sectors treated 1997 as an implementation year for the development of school-based apprenticeships and traineeships with planning for subsequent years focused on the implementation of these apprenticeships and traineeships based on national Training Packages as they are endorsed.

Vocational education and training in schools programs are required to adhere to the following principles:

- be based on national industry/enterprise competency standards based on Training Packages where endorsed, or involve modules based on available industry/enterprise competency standards;
- relate to, or provide, vocational education and training certificates within the Australian Qualifications Framework (AQF) and senior secondary certificates endorsed by State and Territory Board of Studies;
- provide for industry identified requirements for structured workplace learning and assessment and take account of national and local skill shortages and industry needs;

- articulate with apprenticeships, traineeships, employment and further education and training;
- be delivered by providers who meet registration requirements of the Australian Recognition Framework;
- provide for the needs of the equity target groups; and
- develop regional and community partnerships.

The vocational education and training in schools initiative has a strong focus on programs which articulate to apprenticeships and traineeships as well as part-time traineeships undertaken by students while still at school. These programs will be based on national Training Packages consistent with vocational education and training requirements and meet industry standards.

A national evaluation of the vocational education and training in schools initiative will occur through the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) Task Force on Vocational Education and Training in Schools. Early reports from some States and Territories suggest that after successful piloting in 1997, there is the likelihood of over 1,000 school-based apprentices and trainees Australia wide in 1998 in a wide range of industry areas.

- **In Western Australia during 1997, there was considerable expansion in schools' interest and involvement in offering vocational education and training options to Year 11 and 12 students in Western Australia. More than 400 proposals were submitted by secondary schools in 1997 to deliver vocational education and training studies in 1998. These submissions covered a broad range of industry areas and national modules, with many schools seeking approval to offer vocational programs in several industry areas.**
- **In 1997 in Tasmania, vocational education and training in schools increased substantially. 19 per cent of students enrolled in post year 10 programs in schools and colleges undertook study of accredited vocational education and training, resulting in the issuing of 766 certificates and 462 statements of attainment related to AQF qualifications. Employers provided 23,000 days of structured workplace training to support the attainment of these qualifications.**

ADULT AND COMMUNITY EDUCATION

The adult and community education sector was acknowledged as a fourth sector of education by the 1991 report of the Senate Standing Committee on Employment, Education and Training: *Come in Cinderella - the emergence of Adult and Community Education.*

1997 was a significant year for the sector, in that the Senate Standing Committee released a second report in April, entitled *Beyond Cinderella - Towards a Learning Society,* and a revised National Policy - Adult and Community Education was endorsed by the Ministerial Council for Employment, Education, Training and Youth Affairs (MCEETYA) in June.

The National Policy - Adult and Community Education was reviewed by the MCEETYA Adult and Community Education Taskforce, of which ANTA is a member. An extensive consultation process with stakeholders was undertaken by the Taskforce, supported by a grant from ANTA, to ensure that the revised policy reflected the considerable changes in the education and training environment since the policy was originally developed in 1993. The revised policy provides a framework for activity for Commonwealth, State and Territory governments to continue to recognise, enhance and support the adult and community education sector.

In addition, in 1997, adult and community education projects were funded through ANTA to:

- support the national coordination of Adult Learners Week 1997;
- research strategies to increase participation in adult and community education by people from culturally and linguistically diverse backgrounds;
- pilot employee development programs in adult and community education;
- evaluate the impact of Adult Learners Week; and
- develop benchmarks in the provision of adult and community education programs for Indigenous peoples.

- **In line with the National Adult and Community Education Policy, endorsed by States and Territories in June 1997, the Western Australian Strategic Plan for Adult and Community Education was developed in 1997. The Strategic Plan was developed following consultation with key stakeholders and addresses the goals and strategic objectives of the National Adult and Community Education Policy whilst also reflecting State priorities.**
- **Western Australia also held its third Adult Learners' Week in September 1997, with the aim of promoting a greater awareness and recognition of adult and community education and the role it plays in life long learning. For 1997 the particular themes for Adult Learners' Week were migrants and small business.**

Increased Efficiency

The following areas of activity are detailed in this section:

- **National key performance measures**
- **National vocational education and training statistics**
- **National costing studies**
- **Review of the infrastructure program**
- **Promotion of vocational education and training**

NATIONAL KEY PERFORMANCE MEASURES

To ensure that funds are utilised efficiently, demonstrate public accountability and drive improvements in the vocational education and training system, it is necessary to establish and maintain an effective process which monitors performance.

In September 1996, the ANTA Ministerial Council endorsed the establishment of the Performance Review Committee, to progress the development of long-term and comprehensive key performance measures for the vocational education and training sector.

In developing the key performance measures, the Performance Review Committee agreed to a number of important guiding principles. They agreed that the key performance measures should focus on the core business of vocational education and training, relate to the key objectives of vocational education and training and be durable, long term and relevant to all levels of the system. Given reforms to the vocational education and training system in recent years, which focus more on the competencies attained from training and less on the method of delivery or time taken to achieve them, the committee also agreed that the set of key performance measures should be focused on vocational education and training outputs and outcomes, rather than throughput or activity.

In November 1997 the final report of the Performance Review Committee entitled *Key Performance Measures for Vocational Education and Training* was agreed to in principle by the ANTA Ministerial Council. The recommended key performance measures were constructed as the first tier of a multi-tiered performance measurement framework for vocational education and training, which may be used to support performance management processes across the vocational education and training system.

The report recommended that the key performance measures be progressively implemented over a period of three to five years with a trialling of new measures occurring over this time. The new set of key performance measures comprise the following measures:

[illegible]	**Skill outputs produced annually within the domain of formally recognised training**
[illegible]	**Stocks of vocational education and training skills against desired levels (including industry demand)**
[illegible]	**Employers' views on the relevance of skills acquired through vocational education and training**
[illegible]	**Student employment outcomes and prospects before and after participation in vocational education and training**
[illegible]	**Vocational education and training participation, outputs and outcomes achieved by client groups**
[illegible]	**(Actual) public expenditure per publicly funded output**
[illegible]	**(Actual) public expenditure per total recognised output**

To implement the key performance measures, the following three 'critical pathways' will need to be undertaken simultaneously:

- the standardisation of all vocational education and training outputs (qualifications, modules and competencies) so that they may be consistently defined, aggregated and compared;
- refining statistical arrangements to ensure that all data elements required to support the key performance measures are captured reliably, comparably and efficiently; and
- ensuring that assessment processes and pricing principles are sufficiently robust to ensure the quality of vocational education and training outputs and support an outputs focused measure of efficiency.

The ANTA Ministerial Council agreed to work commencing on initial tasks associated with implementation and the development of a detailed implementation plan for consideration by Ministers in the first half of 1998. The Performance Review Committee will continue in 1998 to progress the implementation of key performance measures and act as a strategic and policy development forum on performance measurement and reporting in vocational education and training.

NATIONAL VOCATIONAL EDUCATION AND TRAINING STATISTICS

The National Advisory Committee on Vocational Education and Training Statistics (NACVETS) was established as a cooperative endeavour of the Commonwealth and States and Territories. The Committee was responsible for, amongst other things, defining, collecting and reporting management information related to the vocational education and training sector. In 1997, some $5 million was directed to the National Centre for Vocational Education and Research on contract to undertake work on the national management information system which includes the graduate destination survey and employer satisfaction survey, as well as to provide technical and secretariat support to the National Advisory Committee on Vocational Education and Training Statistics.

The National Advisory Committee on Vocational Education and Training Statistics met during 1997 and focused its attention on a review of management information relating to the vocational education and training sector. The review considered issues including the most appropriate way of collecting vocational education and training data and any revisions required to the existing data collection standard. The review resulted in the development of a (Draft) *Integrated National Vocational and Training Information Program* which was forwarded to Ministers in December 1997 for consideration. The draft strategy is based around the delivery of two aims:

- underscoring accountability and measurement of activity to justify public funding through a statistical information base which is capable of providing the information necessary to assess programs against any national key performance measures agreed by Ministers; and
- supporting the development and enhancement of Australia's vocational education and training system, through the provision of a statistical information base to support policy development, research and evaluation.

The proposed strategy is primarily about making sure we have the information necessary to improve Australia's vocational education and training system. Further enhancements are needed to make it a world class system that is capable of providing for information and measurement of our diverse skill formation requirements into the next century. The *Integrated National Vocational and Training Information Program* will complement the overall National Strategy for Australia's vocational education and training sector - *The National Strategy for Vocational Education and Training 1998-2003* which will be further developed in 1998.

The other main outcomes achieved by National Centre for Vocational Education Research in 1997 were:

- the collection and maintenance of timely and accurate data on vocational education and training;
- the timely publication of the 1996 Selected Vocational Education and Training Statistics publication (institution based collection) and the continued quarterly and annual publication of the Australian Training Statistics publication (contracts of training);
- management of the survey program, including the development of the graduate and employed satisfaction surveys; and
- provision of assistance in the development of the "independent agent's" report *Benchmarking Vocational Education and Training 1996*.

NATIONAL COSTING STUDIES

Costs and pricing have risen in prominence as governments seek to secure the best and fairest deal from purchasing vocational training services. Knowledge of costs and pricing continued to grow in 1997 through the National Costing Studies project as States and Territories worked collaboratively through the Unit Cost Working Group on a variety of projects. These projects included:

- developing a Flexible Delivery resource allocation model;
- costing and pricing principles for User Choice; and
- professional development workshops on pricing for resource allocation under User Choice.

The pricing function is becoming more significant as governments move away from direct allocation of resources to providers. During the year, States and Territories collaboratively shared their developments in pricing approaches, models and knowledge. Much of this collaboration was in the context of preparation for implementing User Choice for New Apprenticeships in 1998. However, the experience is relevant to the government purchase function generally.

Vocational education and training planners, purchasers and others attended a professional development workshop *Pricing for Resource Allocation under User Choice* held in June 1997 in Sydney. The workshop incorporated simulations of real life pricing, theory, new challenges and pricing experience from elsewhere in government. The draft pricing principles from the Unit Costs Working Group were transmitted to Chief Executive Officers in October 1997.

Consultation and research by the Unit Costs Working Group clarified the role of unit costs in User Choice, and defined for unit costs the development pathway from immature to experienced price setting. Common Costing Principles were endorsed by Ministers in May 1997.

National costing and pricing developments in 1997 extended beyond purchasers to the public provider. Five TAFE Institutes in two States and Territories completed best practice costing work into cost elements and drivers, and alternative units to student contact hours in the context of resource allocation models.

- **Early in the year, the Northern Territory Education and Training Authority distributed within the unit cost network a case study on one approach to pricing of new pathways for apprenticeships. At the heart of the case study was the unpacking and re-engineering of services that government might pay for. A costing template for diverse apprentice attendance patterns was developed and distributed within the Unit Costs Working Group in June 1997.**
- **New South Wales also developed and circulated a template for pricing on the job delivery as a tool to estimate resource impacts, and demonstrations of the Queensland pricing model were well received in a number of jurisdictions throughout 1997.**

REVIEW OF THE INFRASTRUCTURE PROGRAM

At their meeting on 20 September 1996, Ministers agreed that a review be undertaken of the Infrastructure Program which provides capital funding assistance to the vocational education and training sector.

As part of the general approach to the improvement of efficiency across the system, the objective of the review is to seek to improve efficiency in the use of capital funds. For 1997, the total estimated expenditure on capital by both the Commonwealth, State and Territory governments was $332 million, of which $200 million was provided from Commonwealth sources. A recent report on capital assets in TAFE Institutes indicated that the replacement value of TAFE assets was in excess of $6,000 million.

Draft Terms of Reference were drawn up for the review and these underwent a number of amendments throughout 1997.

Late in 1997, it was agreed that a steering committee be established to oversight the review. A report on the review is due to be provided to Ministers in November 1998.

PROMOTION OF VOCATIONAL EDUCATION AND TRAINING
(Communications Strategy)

During 1997, ANTA undertook a range of activities to promote the benefits of vocational education and training in Australia and communicate on a range of new policies to key groups in the vocational education and training sector.

These activities included:

- staging of major events (the Australian Training Awards and two Training Update Seminars) to keep vocational education and training stakeholders up to date with new policies and also to promote a higher profile for vocational education and training in Australia;

- four issues of ANTA's newsletter *Australian Training*, two special issues of *Australian Training* covering Ministerial Council decisions, and Fast Facts, a fortnightly faxed bulletin of news about the vocational education and training system;
- production and distribution of information on the current vocational education and training initiatives and environment for teachers and career guidance officers in schools;
- production and distribution of a range of general information materials designed to explain policy initiatives such as the National Training Framework and Training Packages;
- establishment of the ANTA Internet Home Page; and
- sponsorship of various conferences, seminars and publications.

EVENTS

Training Update Seminars

Two Training Update Seminars on vocational education and training were held in 1997. The first, *A Changing Landscape*, was held in Sydney in July to brief stakeholders on key policy decisions taken by the Ministerial Council in May. The second, *The Way Ahead*, was held in Melbourne in November and focused on practical methods of implementing new policies such as Training Packages. Each seminar attracted approximately 800 delegates including representatives from training providers, business, government, industry and union representatives.

Australian Training Awards

The Australian Training Awards have been organised by ANTA since 1994 and are designed to recognise and reward excellence in Australia's vocational education and training system. The 1997 awards ceremony, held at the Carlton Crest Hotel in Melbourne, was addressed by the Prime Minister, the Hon John Howard MP and attended by nearly 1,000 guests.

Winners of the four students awards were:

- *Apprentice of the Year:* Jason Jones, 28, a site foreman with a construction company in Darwin;
- *Aboriginal and Torres Strait Islander Student of the Year:* Leroy Eggmolesse, 31, a program coordinator with the Coomealla Aboriginal Housing Company in western New South Wales;
- *Vocational Education Student of the Year:* Georgiana Butt, 19, a nursing student from Orange, New South Wales; and
- *Trainee of the Year:* Anita Van Oene, 21, a trainee with Brambles Australia at Port Kembla.

Other award winners were:

- *Prime Minister's Small Business of the Year:* Scuba Warehouse of Parramatta, New South Wales;
- *Employer of the Year:* National Rail Corporation;
- *The Australian Training Award:* Construction Training Queensland;
- *Training Provider of the Year Award:* Regency Institute of TAFE in Adelaide; and
- the *ANTA Board Award* to Bill Siganto, AM, Chair of the Vocational Education and Training Commission in Queensland.

The Australian Training Awards were the culmination of extensive State and Territory award programs, which were concluded in the months leading up to the national awards. Ansett Australia was the principal sponsor of the Australian Training Awards in 1997, with The Queen's Trust for Young Australians and the Department of Employment, Education, Training and Youth Affairs (DEETYA) being the other major sponsors. In addition, DEETYA and all States and Territories contributed financially to the awards.

- **1997 was Queensland's Year of Training, and it proved to be an excellent platform for raising the profile of vocational education and training, developing a training culture, lifting the skills base of Queenslanders and improving the competitiveness of Queensland industries. The Year of Training label enabled new initiatives, consultations, research, strategy development and promotional activity to be focused and achieve a high profile, and highlighted the need to create greater prosperity and opportunities for Queenslanders.**

  A keynote event of the year was the National Year of Training Conference, with top national and international speakers addressing current issues. The conference was supported by a small business forum, a series of rural training conferences, a youth sector training forum and an access and equity forum. Numerous regional forums were held throughout Queensland during the year.

Information for Schools

In 1997, an *Information Kit for Schools* was developed to bring schools up-to-date with changes occurring in vocational education and training. The kit contained general information materials, a short video and a set of overheads and speaking notes which focused on key elements of vocational education and training within the school context. Over 3,000 kits were distributed to secondary schools, relevant educational bodies and interested third parties.

General Information Products

In response to requests for up-to-date and accurate information on the national vocational education and training system, a range of general information flyers was produced and distributed in 1997. This included information on vocational education and training system structures and relationships, and information about key policies such as the National Training Framework, User Choice, and Training Packages. An estimated 50,000 information flyers were distributed during 1997.

As an adjunct to the July Training Update Seminar, a video briefing package was developed to give all stakeholders access to information on new vocational education and training policies. The package contained a video of the seminar proceedings and a range of general information flyers as mentioned above. Over 1,600 of these packages were distributed in 1997.

Internet Home Page

In 1997, ANTA established an Internet Home Page to provide general information about ANTA, vocational education and training policies, events, publications, and other matters of general interest to stakeholders and clients. Over 20,000 people have visited the site since it was officially launched at the July Training Update Seminar.

National Program funds mostly target industry groups and create links with a wide range of clients to implement the objectives of the National Training Framework for vocational education and training. National Program funds are allocated on a financial year basis under the *Commonwealth's Appropriation Act No 1* and are distributed via section 11 of the *ANTA Act 1992*. A brief description of the National Programs for 1996-97 follows:

Industry Advisory Arrangements

This program supports the work of national, State and Territory industry advisory arrangements. For bodies forming the national arrangements (predominantly national industry training advisory bodies - ITABs) funds are provided to develop each industry's strategic plan and marketing plan so that clear objectives are identified and industry awareness and appreciation of the vocational education and training system and participation in it are substantially improved.

Funds to support the State and Territory based industry advisory arrangements performing complementary roles are provided to each State and Territory Training Authority.

Group Schemes

Group training schemes employ apprentices and trainees, manage their employment with a range of employers, and arrange structured training with these employers and training providers. They operate on both an industry and regional basis.

Training Package Development

Under this program, industry is funded to develop Training Packages comprising integrated competency standards linked to the Australian Qualifications Framework, assessment guidelines, learning strategies, assessment materials and professional development guidelines.

This program will assist in extending the coverage of Training Packages, particularly into industries which have maximum potential for expansion in the number of apprenticeships and traineeships.

Equity Development And Training Innovation

This program combined the former Adult and Community Education and Australian Association of Adult and Community Education Programs together with the former Innovative Approaches Program.

Adult and Community Education (ACE)

This component supports and maintains positive relations with the adult and community education sector through funding support for research and development, national support for Adult Learners Week and specific projects which align with the following objectives of the national adult and community education policy:

- Goal 1 - Realise the potential of adult and community education;
- Goal 2 - Diversify opportunities for lifelong learning; and
- Goal 3 - Strengthen the responsiveness of adult and community education to learners.

A Grant-in-Aid is also provided to the Australian Association of Adult and Community Education as the peak body for the sector.

Training Development and Innovation

Under this component, funding is provided to industry to bring about new and more effective approaches to training and delivery of training. Priority has been given to those projects which encourage training reform and relate to current vocational education and training objectives.

Australian Students Traineeship Foundation

The Australian Student Traineeship Foundation experienced some significant changes as a result of the Commonwealth Government's May 1997 Budget. Firstly, the organisation's life was extended beyond the original 1998 sunset clause and secondly, the nature of the ongoing role of the Australian Student Traineeship Foundation has changed. An objective is to encourage the Australian Student Traineeship Foundation to shift the focus in its school industry programs from a prime reliance on grants funding as a change mechanism to a reliance on strategic support activities as the change driver. Its role has also expanded to include support and assistance for industry, developing programs for years 9 and 10 students and promoting the benefits of vocational education and training in schools.

Workplace Coordinators In Schools

This program was a 1996-97 Budget initiative with funding allocated to the Australian Student Traineeship Foundation for three financial years to 1998-99. The purpose of this program is to support workplace coordinators to enable schools to provide workplace based training opportunities which link to industry and community needs.

National Projects

National projects are funded through the *Vocational Education and Training Act 1992.* The aim of national projects is to promote opportunities to develop a national identity for the national vocational education and training system, support efficient and effective action at the national level, and provide opportunities for cooperative development of a nationally consistent training system by all States and Territories. All national projects are endorsed by the ANTA Ministerial Council.

Projects funded in 1997 and their allocations are as follows:

Project	Allocation ($m)
National Vocational Education and Training System Development	
■ Information System Development	5.30
■ User Choice	0.50
Provider Development	
■ Best Practice in vocational education and training recognition scheme	3.00
■ Quality Assurance	1.00
■ Professional Development	1.00
Training Market Development	
■ Flexible Delivery	2.00
Research and Evaluation	
■ ABS Surveys	1.35
■ Adult Numeracy and Literacy	2.00
■ Research and Evaluation	3.25
Communication: Training Market Support	
■ Australian Training Support System	3.60
	23.00

The activities funded through national projects are managed by either ANTA, the Commonwealth or the States and Territories. The managing agent for each project is, in the majority of cases, assisted by a Steering Committee or Working Group comprising representatives from States, Territories, the Commonwealth and ANTA.

Financial Information

The Annual National Report financial tables for vocational education and training have been compiled from financial data for the 1997 calendar year. The data was collected by the National Centre for Vocational Education Research Ltd in accordance with the framework for national financial reporting which forms part of the data collections made under the Australian Vocational Education and Training Management Information Statistical Standard.

The 1997 data was collected from transactions processed by State and Territory Training Authorities, their public providers and the Australian National Training Authority. The only additions to this data may be for the adult and community education sector in some States and Territories and vocational education and training administration and direct payments to non-public providers by the Department of Employment, Education and Youth Affairs.

The financial data, showing revenues and expenditures, has been prepared on an accrual accounting basis for the first time and covers all courses, commercial operations, regulatory and administrative functions and capital transactions.

Additional financial information including assets, liabilities and equities is reported also for the first time by the National Centre for Vocational Education Research Ltd in its report "Australian Vocational Education and Training 1997 Statistics-Financial Data".

GENERAL NOTES

The financial data in the following tables are collected by the National Centre for Vocational Education Research from General Purpose Financial Statements covering an "Operating Statement", a "Statement of Cash Flows" and a "Statement of Financial Position" provided by States and Territories and ANTA.

The accounting policies applied to the collection of the data are as set out in the National Financial Reporting Framework.

The information contained in the tables represents unaudited information.

Revenue and expenditure figures that are recorded under the "National" heading cover specific vocational education and training activities for which ANTA has responsibility net of ANTA funds paid to State and Territory Training Authorities which are reported by States and Territories.

Commonwealth sourced revenues and expenditures are amounts which have been paid through ANTA or directly to State and Territory Training Authorities or public providers.

TOTAL VET REVENUE AND EXPENDITURE BY TYPE 1997 ('000)

REVENUE

NSW	98,970	39,232	35,728	17,732	191,66
VIC	152,280	36,124	39,790	35,578	263,77
QLD	32,891	15,276	28,309	7,726	84,20
SA	20,015	4,665	32,972	4,874	62,52
WA	39,131	4,328	18,218	18,378	80,05
TAS	4,826	2,780	5,224	3,341	16,17
NT	926	894	1,025	1,573	4,41
ACT	11,112	1,075	4,395	1,422	18,00
NATIONAL	0	0	0	1,720	1,72
TOTAL	360,151	104,374	165,661	92,344	722,53

* Operating Revenues represent accrual based revenues.

(1) Comprises total Commonwealth general purpose recurrent funding for National Projects and Interstate Co-operative Projects.

NSW	67,471	49,484	116,955	11,515	0
VIC	49,675	31,519	81,194	4,350	3,06
QLD	35,548	24,173	59,721	227	1,07
SA	12,421	5,704	18,125	3,338	0
WA	16,617	12,947	29,564	919	0
TAS	1,708	3,547	5,255	0	0
NT	3,600	415	4,015	54	0
ACT	3,474	2,696	6,170	0	35
NATIONAL	0	0	0	0	0
TOTAL	190,514	130,485	320,999	20,403	4,49

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234,640	**787,467**	**7,002**	**27,451**	**91,597**	**1,148,157**	**1,339,819**
170,649	394,496	5,214	41,859	5,750	617,968	881,740
116,936	365,008	7,052	17,434	0	506,430	590,632
56,614	136,934	2,537	7,459	0	203,544	266,070
64,702	183,939	3,271	6,095	14,758	272,765	352,820
19,895	53,067	1,684	3,796	0	78,442	94,613
7,913	41,767	1,415	4,644	2,557	58,296	62,714
14,163	41,735	1,953	1,373	7,363	66,587	84,591
45,822[2]	0	75,659[2]	0	0	121,481	123,201
731,334	2,004,413	105,787	110,111	122,025	3,073,670	3,796,200

(2) Represents the balance of Commonwealth funding for National Programs not included within State and Territory figures and ANTA's operating costs.

109	**11,624**	**128,579**
13,872	21,291	102,485
0	1,298	61,019
0	3,338	21,463
1,250	2,169	31,733
0	0	5,255
0	54	4,069
0	354	6,524
0	0	0
15,231	40,128	361,127

* Capital Revenue from Government represent accrual based revenues.

** Other Capital, Financing and Investing Revenues represent cash revenues.

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EXPENDITURE

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
NSW	817,977	68,433	54,897	11,448	952,7
VIC	495,440	39,413	30,540	8,714	574,10
QLD	307,431	34,058	15,280	14,838	371,60
SA	156,938	13,751	9,130	2,841	182,66
WA	193,944	16,620	9,582	5,752	225,89
TAS	48,715	4,496	3,800	1,311	58,32
NT	28,511	5,291	2,155	1,011	36,96
ACT	48,101	7,493	0	668	56,20
NATIONAL	5,314	821	0	967	7,10
TOTAL	2,102,371	190,376	125,384	47,550	2,465,68

* Operating Expenses represent accrual based expenses.

(3) Comprises total expenditure on National Projects and Interstate Co-operative Projects and expenditure on **National Programs not included within State and Territory figures.**

[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]
NSW	96,416	0	0	0	96,416
VIC	109,036	8,041	996	12,512	130,585
QLD	77,621	1,707	0	100	79,428
SA	10,003	0	0	0	10,003
WA	32,807	947	0	0	33,754
TAS	4,323	0	0	0	4,323
NT	4,546	0	0	0	4,546
ACT	8,020	324	0	0	8,344
NATIONAL	444	0	0	0	444
TOTAL	343,216	11,019	996	12,612	367,843

** Capital, Financing and Investing Expenses represent cash expenditures.

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272,646	47,166	49,170	82,211	441	1,404,389
162,894	35,626	38,335	60,358	63,596	934,916
146,061	49,974	15,851	32,850	4,130	620,473
72,879	14,112	7,400	11,764	0	288,815
84,067	15,307	10,086	25,853	11,946	373,157
24,228	2,553	1,477	6,695	0	93,275
17,457	3,427	5,323	2,623	0	65,798
19,675	3,726	1,111	6,252	394	87,420
3,464	0	81,406	487	3,047	95,506
803,371	171,891	210,159	229,093	83,554	3,963,749

NSW	929,731	139,306	56,608	242,028	31,282	5,434	1,404,389
VIC	524,677	47,787	22,894	147,871	139,391	52,296	934,916
QLD	319,122	72,099	6,327	187,349	20,347	15,229	620,473
SA	152,102	29,367	7,757	65,938	33,651	0	288,815
WA	202,402	33,306	8,064	75,030	42,942	11,413	373,157
TAS	50,216	2,749	4,703	25,777	8,165	1,665	93,275
NT	26,861	6,211	5,134	19,250	8,318	24	65,798
ACT	47,940	14,478	3,224	14,215	7,535	28	87,420
TOTAL	2,253,051	345,303	114,711	777,458	291,631	86,089	3,868,243 (4)

(4) Activity amounts are recurrent expenditures for employee costs and other operating expenses including depreciation and amortisation. Capital, financing and investing expenditures are not included.

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Appendix

STATE AND TERRITORY TRAINING AUTHORITY BOARD MEMBERS 1997

New South Wales

- Mr Bert Evans AO (Chairman)
  Chairman, Cutler, Hughes and Harris
- Ms Linda Burney
  President, NSW Aboriginal Education Consultative Group
- Dott Paolo Totaro AM
  Company Director and Consultant
- Dr Ken Boston
  Director-General, NSW Department of Training and Education Coordination
- Mr Ted Wright
  Chief Executive Officer, HMG Hotels Group
- Ms Ursulla Stephens
  Manager, Argle Consultancy Group
- Dr Jim McMorrow
  Deputy Director-General, Policy and Planning NSW Department of Training and Education Coordination
- Mr Kevin Power
  Executive Director, ACTU-Lend Lease Foundation

Victoria

- Mr Ross Oakley
  Oakley Consulting Pty Ltd.
  (Chairperson, from 4 March 1997)
- Mr Michael Butler
  Partner, Lander and Rogers, Barristers and Solicitors
  (from 15 September 1997)
- Mr Garry Campbell
  Director, Retail Technology Services Coles Myer Ltd.
  (to 14 September 1997)
- Mr Ralph Clark
  President of Council, Wodonga Institute of TAFE
  (to 14 September 1997)
- Mr David Edwards
  Chief Executive Officer
  Victorian Employers Chamber of Commerce and Industry
- Mr Robert Smith
  State Secretary, The Australian Workers' Union
  (to 14 September 1997)
- Mr Casey van Berkel
  National Research Officer, The Australian Manufacturing Workers' Union
  (from 15 September 1997)
- Ms Noel Waite, AO
  Chairman, Waite Consulting Pty Ltd
  (from 4 March 1997)
- Mr Jeffrey Wilkinson
  Operations Manager, Mildara Blass Pty Ltd
  (from 15 September 1997)

Queensland

- Mr Bill Siganto AM (Chair)
  Chairman, Siganto and Stacey Pty Ltd
- Mr Harry Hauenschild AO (Deputy Chair)
  Commissioner for Training
- Mr John Heussler, AM
  Managing Director, Denton Holdings
- Ms Eleanor Davidson
  General Manager, Carlton Crest Hotel
- Ms Gay Hawksworth
  Assistant Secretary, Queensland Nurses Union
- Ms Denese Davis
  Management Consultant
- Professor Linda Rosenman
  Executive Dean, Social and Behavioural Sciences
  University of Queensland
- Mr Frank Peach
  Director-General, Department of Education
- Mr Paul Rowland
  State Manager, Queensland
  Department of Employment, Education, Training and Youth Affairs
- Mr Col Thatcher
  Director-General, Department of Training and Industrial Relations
- Mr Bernie Carlon
  General Manager, Vocational Education and Training Employment Commission

South Australia

Membership - 1 January 1997 to 21 June 1997

- Ms Robyn Buckler
- Professor Ian Chubb
- Ms Dagmar Egen
- Ms Di Ewens
- Professor Harry Green
- Mr John Lesses
- Mr Paul Rosser
- Professor Judith Sloan
- Mr Peter Smith (Deputy Chair)
- Mr Brian Stanford (Ex officio)
- Ms Deborah Thiele (Chair)

Membership at 31 December, 1997

- Mr Vern Berry
- Ms Robyn Buckler
- Professor Ian Chubb
- Ms Dagmar Egen
- Ms Di Ewens
- Professor Harry Green
- Ms Lesley Purdom
- Mr Paul Rosser
- Mr Peter Smith (Deputy Chair)
- Mr Denis Ralph (Ex officio)
- Ms Kate Thiele

Western Australia

- Mr Harry W Sorensen (Chair)
- Mr Peter Eggleston
- Ms Diana Mitchell
- Dr Brian Hewitt
- Ms Jennifer Ballantyne
- Mr John Sharp Collett
- Mr Michael Kidd
- Dr Ann Ghisalberti
- Mr Ian Hill (Ex-officio)

Tasmania

- Mr Peter Griffin (Chair)
  Dairy Framer, Moltema
- Mr Hamish Bohannan
  Resident Mine Manger, Copper Mines of Tasmania
- Ms Gabrielle Bomhof (until October 1997)
  Manager, Staff Development, Trust Bank
- Mr Michael Buck
  Director, ARS Recruitment
- Mr Allan Kenny
  Secretary, Communications, Electrical, Electronic, Energy, Information, Postal, Plumbing and Allied Services Union
- Ms Charmion Leyton-Grant
  General Manger, Finlays
- Mr Darcy McGaurr
  Secretary, Department of Vocational Education and Training
- Ms Pauline Shelley
  Secretary, Australian Liquor, Hospitality and Miscellaneous Workers' Union
- Dr Judith Walker
  Senior Lecturer, Division of Community and Rural Health, University of Tasmania

Northern Territory

- Mr Andrew Bruyn (Chair)
  General Manager, Channel Eight Television Pty Ltd
- Mr Doug Phillips (Deputy Chair)
  Manager, Mitsubishi Darwin
- Mr Mark Crossin
  Secretary, Australian Education Union
- Mrs Carole Frost
  Manager, NT Chamber of Commerce and Industry Inc
- Mr Kerry Osbourne
  Managing Director, Electronic Control Systems Pty Ltd
- Ms Kezia Purick
  Chief Executive Officer, Northern Territory Mineral's (Inc)
- Mr Bernard Tipiloura
  Liaison Officer, Tiwi Health Board
- Dr Harry Payne
  Chairman, Northern Territory Board of Studies
- Mr Phillip Jones
  State Manager, Department of Employment, Education and Training
- Mr Mike Heap
  Manager, Beaufort Hotel

Australian Capital Territory

- Mr Laurie O'Donnell AC (Chairperson)
- Mr Jeremy Pyner
  Secretary, ACT Trades and Labour Council
  Employee representative
- Ms Fiona MacGregor
  Australian Education Union, Employee representative
- Mr Paul Rayner
  Director, Office of Strategy and Government Business, Chief Minister's Department
  Employer representative, Public sector
- Mr Christopher Peters
  Chief Executive, ACT & Region Chamber of Commerce and Industry
  Employer representative, Private sector
- Mr Peter Veenker
  Director, Canberra Institute of Technology, Ex officio
- Mr John Gleeson
  Director, Priority Management
  Private Training Provider representative
- Mr Bruce Duke
  Community representative
- Mr Robert Taylor
  Chair, Joint Industry Training Council
  Industry training advisory bodies representative
- Mr David Hill
  ACT Council of Parents & Citizens Associations Inc representative
- Ms Fran Hinton
  Chief Executive, Department of Education and Training, Ex officio

NATIONAL TRAINING FRAMEWORK COMMITTEE MEMBERS 1997

- Mr Mark Paterson
  Chief Executive
  Australian Chamber of Commerce and Industry
- Mr Doug Wright
  Metal Trades Industry Association of Australia
- Mr Peter Dwyer
  Group Employee Relations Manager
  Amcor Fibre Packaging
- Ms Susan Halliday
  Assistant Director, Business Council of Australia
- Mr Julius Roe
  Assistant National Secretary, Technical & Supervisory Division Australian Manufacturing Workers' Union
- Ms Patricia Nedon
  Office of Training and Further Education
- Mr Malcolm Goff
  Executive Director, Strategic Services
  WA Department of Training
- Mr Rod Manns
  Assistant Secretary, Vocational Education and Training Reform Branch, Department of Employment, Education, Training and Youth Affairs
- Mr Peter Griffin
  Small Business representative

AUSTRALIAN
NATIONAL TRAINING
AUTHORITY

Australian National Training Authority
AMP Place, 10 Eagle Street Brisbane 4000
GPO Box 3120 Brisbane 4000
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Home Page: http://www.anta.gov.au

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1997 Annual National Report

Volum

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AUSTRALIAN
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Australia's vocational education & training system

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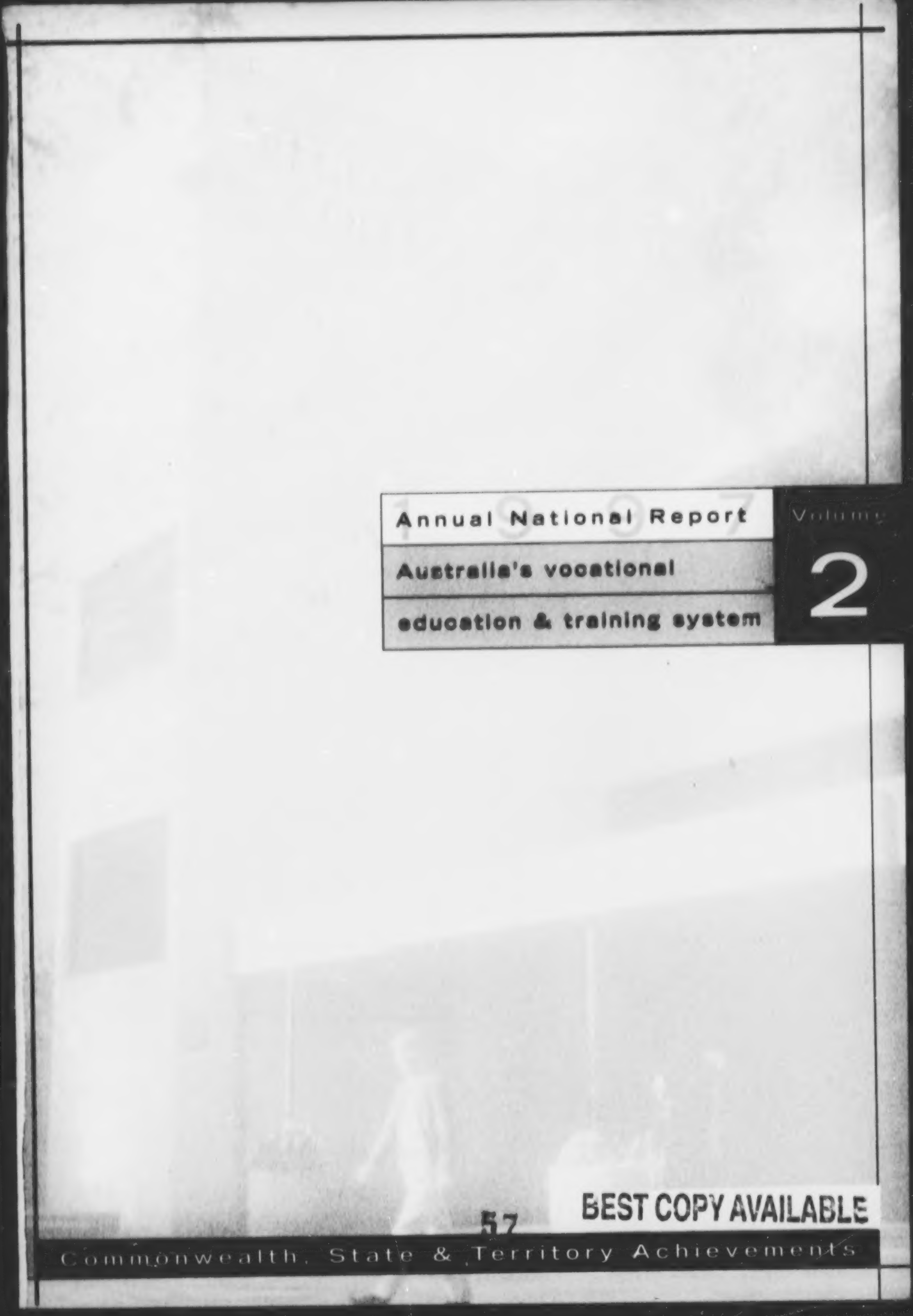
Cover photographs: (from top left) Ms Georgiana Butt, 1997 Vocational Student of the Year; Mr Leroy Eggmolesse, 1997 Aboriginal and Torres Strait Islander Student of the Year; Ms Anita Van Oene, 1997 Trainee of the Year; Mr Jason Jones, 1997 Apprentice of the Year; and Regency Institute of TAFE SA, 1997 Training Provider of the Year.



1997 Annual National Report

Australia's vocational education & training system

Volume 2

Commonwealth, State & Territory Achievements

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Introduction

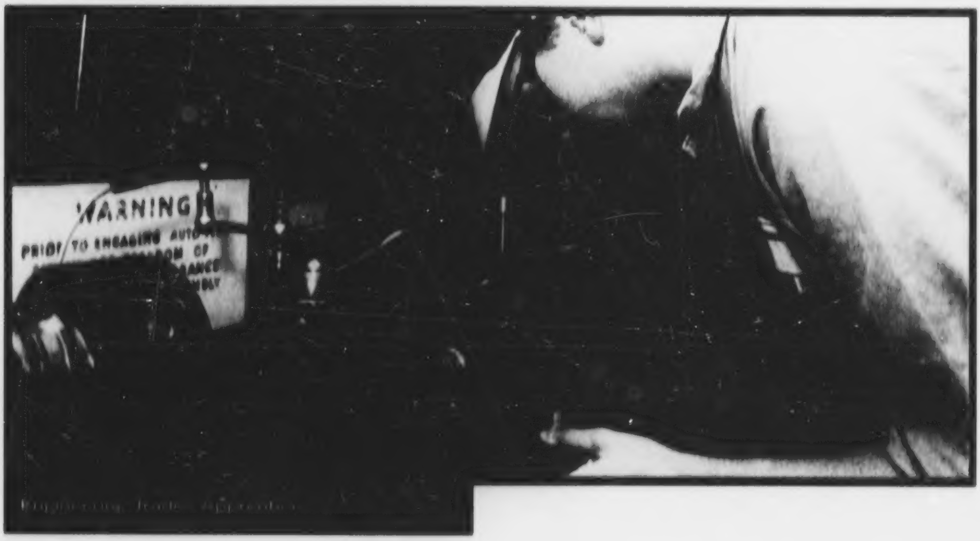
The 1997 Annual National Report on the vocational education and training system is presented in three volumes. The second volume contains the achievements of the Commonwealth and each State and Territory against national priorities. All State and Territory Training Authorities have prepared a chapter outlining their achievements in terms of the four themes of the *Towards a Skilled Australia the National Strategy for Vocational Education and Training 1994-1997* which were:

- Greater Responsiveness;
- Enhanced Quality;
- Improved Accessibility; and
- Increased Efficiency.

The Commonwealth has also provided information on 1997 Commonwealth initiatives for vocational education and training.

This volume is a comprehensive picture of the national achievements for 1997. It highlights the amount and quality of work which has taken place across Australia, and the high level of cooperation between systems and the people within them.

Further information about the material contained in this volume can be obtained by contacting the relevant State Training Authority or the Commonwealth Department of Employment, Education, Training and Youth Affairs.



Engineering Trades Apprentice

INTRODUCTION

The Commonwealth supports the Australian National Training Authority to develop and maintain, in conjunction with the States and Territories, a national vocational education and training system which has nationally agreed objectives, strategies and planning processes.

The Commonwealth provides all of the funds allocated by ANTA and meets ANTA's operating costs. The Commonwealth also contributes to the development and reform of the vocational education and training system through representation on committees and working groups established under the auspices of the ANTA Ministerial Council (MINCO) and the ANTA Board. In addition, the Commonwealth funds a range of programs to support vocational education and training that are administered by the Department of Employment, Education, Training and Youth Affairs (DEETYA).

A total of $909.263 million was legislated by the Commonwealth for recurrent and capital funding to the States and Territories, through ANTA, and National Projects in 1997. This represented approximately 30 per cent of the total public funding for the vocational education and training sector. Growth funds of $70 million were provided to support increased participation.

In 1996-97 the Commonwealth allocated $73.9 million for ANTA National Programs to support activities consistent with national priorities. In 1997-98, $64.1 million has been allocated.

In addition, the Commonwealth will provide $390.2 million through DEETYA in 1997-98 to support vocational education and training, particularly New Apprenticeships.

Revised ANTA Agreement

The Australian National Training Authority (ANTA) Agreement was agreed initially by Heads of Government in July 1992 to provide the basis for a national approach to vocational education and training and to enhance the status of the vocational education and training sector.

In 1995, the Council of Australian Governments (COAG) commissioned a review of the Agreement to examine the extent to which its objectives had been achieved. The Review Report recommended refining the operations of ANTA and making progress on key issues such as competition and national recognition.

The basis for funding vocational education and training under a revised ANTA Agreement was agreed by Commonwealth, State and Territory Ministers on 25 September 1997. The Commonwealth will maintain funding in real terms for three years from 1998 ($904.1 million in 1998) and the States and Territories will achieve growth in their vocational education and training systems from efficiencies. This will strengthen the national partnership in vocational education and training and ensure that the growth initiated by the Commonwealth under the original ANTA Agreement will continue under the revised Agreement.

Following a period of detailed consideration of how best to continue national arrangements, the ANTA Ministerial Council agreed in November 1997 to submit the text of a revised ANTA Agreement to their respective Cabinets for endorsement.

The revised ANTA Agreement, by clearly stating respective roles and responsibilities and encompassing agreed national reforms, provides the basis for efficient and effective delivery of quality vocational education and training and a framework for implementing important national initiatives such as New Apprenticeships, vocational education and training in schools and User Choice.

New Apprenticeships

In 1997, the Commonwealth moved into the second year of implementing reforms to support the establishment of New Apprenticeships. These reforms involve the cooperative effort of Commonwealth, State and Territory Governments, business and industry.

The development of New Apprenticeships in Australia reflects the need for a training system which is more responsive and relevant to the needs of business. The focus of the reforms is to achieve business support for vocational education and training in Australia by simplifying and deregulating the system, giving greater decision-making power to clients and strengthening enterprise-based training. Strong links between schools, training, and work are also being fostered.

New Apprenticeships are supporting a greater number of apprenticeship and traineeship opportunities, and the expansion of arrangements into new industry sectors.

Commonwealth funding to support New Apprenticeships in 1997-98 amounted to $415 million.

Vocational Education and Training in Schools

In 1997, the Ministerial Council on Education, Employment, Training and Youth Affairs (MCEETYA) endorsed "Principles and Framework for New Apprenticeships for School Students" as guidelines to assist State and Territory government and non-government sectors, schools and industry to implement apprenticeships and traineeships in schools progressively from 1998.

Ministers also agreed that Australian Curriculum, Assessment and Certification Authorities (ACACA) work with the National Training Framework Committee to establish principles and a framework for the consistent application of the National Training Framework within senior secondary vocational education and training programs.

MCEETYA, through the work of the MCEETYA Task Force on Vocational Education and Training in Schools, is progressing the effective implementation of structured vocational education and training opportunities for students in the schools sector. Recent developments include:

- establishment of the Resourcing Working Party which has identified issues which need to be addressed by States, Territories, the Commonwealth, ANTA and industry to ensure a broad range of vocational education and training in schools arrangements can be resourced from 1999 onwards; and
- agreement by Ministers to encourage the use of the Quality Achievement Matrix devised by the Australian Quality Council for the Australian Student Traineeship Foundation (ASTF) as a guide to best practice in workplace learning programs.

DEETYA, working closely with the MCEETYA Task Force on Vocational Education and Training in Schools, has commissioned two consultancies for 1998 to undertake further work on a number of key areas related to vocational education and training in schools including industrial relations, workcover, liability and insurance issues.

School to Work Program

The School to Work Program provides funds for vocational education in schools ($23.09 million over four years). This funding is part of a package of measures provided in the August 1996 Budget to expand vocational education and training in schools including apprenticeships and traineeships, and promote effective and reliable pathways from schooling to employment for young people.

Approximately $15 million is allocated to State and Territory education authorities under the State Component for the development and implementation of programs which enable industry and vocational education and training personnel to deliver vocational education and training courses in schools.

During 1997 the Commonwealth entered into agreements with State and Territory education authorities based on proposals submitted by these authorities to expend allocated funding ($2 million in 1996-1997). Education authorities were given some flexibility to use their 1996-1997 allocation to upgrade the skills of existing teachers. This provided education authorities with some lead time in which to develop programs which provide appropriate skills for industry/vocational education and training personnel to deliver in schools.

Approximately $8 million is allocated under the Strategic Component for strategic projects to support the expansion of vocational education and training in schools and school to work pathways. The Minister for Schools, Vocational Education and Training has approved 32 strategic projects for funding, involving a total cost of $6.2 million over the next three financial years.

Australian Student Traineeship Foundation

Funding has been allocated to the Australian Student Traineeship Foundation (ASTF) which supports the establishment, implementation and improvement of school-industry programs for secondary school students, providing pathways for young people to make the transition from school to work. Base funding of $10 million per annum was continued, and additional funds of $10 million in 1997-98 and later years was provided for work placement coordinators.

In 1997 the Commonwealth announced its commitment to longer term funding of the ASTF and the Foundation refocused its role to take into account the need to provide better communication and information to stakeholders, encourage greater industry leadership for vocational education and training in schools and improve support to small and medium sized enterprises to encourage them to participate in school-industry programs. The ASTF will also include students in Years 9 and 10 in its activities, particularly those students of post-compulsory school age. As well, it will develop a significant research role to provide input to Government and all stakeholders. The ASTF will continue to encourage improved quality and sustainability in vocational education and training programs in schools.

The Commonwealth Minister appointed a new and expanded Board to the ASTF in the second half of 1997, chaired by Mr Ian Spicer AM, former Chief Executive of the Australian Chamber of Commerce and Industry. The Commonwealth commissioned Coopers and Lybrand Consultants to conduct a forward looking review of the ASTF to support the new Board in the implementation of its refocused role.

ANTA vocational education and training in Schools

$80 million of ANTA funds are allocated over four years to School Authorities for the delivery of programs which contribute to the expansion of vocational education in schools measured against set benchmarks. Priorities include the development of school-based apprenticeship and traineeship arrangements, support for innovative activities and activities that articulate with apprenticeships and traineeships, and the consolidation of projects which have shown initial success.

Contracted Entry Level Training Agency (CELTA) Demonstration Projects

Agreement was reached between the Commonwealth, States and Territories for 18 CELTA Demonstration Projects to combine Commonwealth, State and Territory support services for New Apprenticeships. The CELTA Demonstration Projects operated at 35 sites throughout Australia with a Commonwealth contribution of approximately $5.7 million and a combined State and Territory contribution of approximately $3 million.

With industry playing a major role in managing the services, the projects combined the efforts and expertise of industry with that of governments to test the main features involved in establishing a streamlined support service for New Apprenticeships.

The CELTAs provided a single contact point for employers and individuals to access integrated support services for apprenticeships and traineeships. Services included additional assistance to employers accessing off-the-job training, support for on-the-job training, arranging for Commonwealth financial assistance, and assisting with information on implementing training arrangements under the provisions of the *Workplace Relations Act* 1996.

The CELTA Demonstration Projects cease when the New Apprenticeships Centres, which are part of the new national Job Network, commence on 1 May 1998.

Industrial Relations Reforms

The agreements stream under the *Workplace Relations Act* (ie Australia Workplace Agreements and Certified Agreements) is particularly important for establishing wage arrangements to complement:

- different mixes of work and training;
- apprenticeships and traineeships of different durations; and
- part-time arrangements.

The mix of training and productive time for each type of apprenticeship and traineeship covered by the Agreements stream will be determined by an 'approving authority'. An approving authority may also determine new criteria, such as competency, which can be used to regulate the progression of apprentices and trainees through the wage scale in awards. Existing progression criteria are usually age for trainees and time-served for apprentices.

In May 1997 three approving authorities were declared under the Act:

- Vocational Education, Training and Employment Commission in Queensland;
- State Training Board in Victoria; and
- Training Accreditation Council of the State Training Board in Western Australia.

The first approving authority determinations are expected to be made in early 1998 and will cover most existing apprenticeships and traineeships. Work is continuing to ensure determinations are available to apprenticeships and traineeships under Training Packages and to develop determinations for progression through wage scales.

In the award stream, the key award under which trainees are employed, the federal National Training Wage Award 1994, was varied in June 1997 to incorporate wage arrangements for part-time traineeships and school based traineeships. Other traineeship awards, both federal and State, are being varied progressively to include wage arrangements to provide access to these types of arrangements.

Marketing of New Apprenticeships

The marketing of New Apprenticeships is guided by a National Strategy, managed by DEETYA and endorsed by the Commonwealth-State Committee for Marketing New Apprenticeships. The campaign was launched in August 1997 and continues for three years. National level marketing aims to build awareness of New Apprenticeships among employers and young people.

A central aim of the national marketing campaign is to underpin the efforts of organisations undertaking local level marketing. National activities such as advertising, the campaign '1800' number, direct mail campaigns to schools and employers and the Local Area Marketing Kit support local level marketing. The campaign products are designed to be adapted to local needs.

In October 1997, as part of the national marketing campaign, the Minister for Schools, Vocational Education and Training, Senator the Hon Christopher Ellison, wrote to every secondary school principal to inform them of the introduction of New Apprenticeships and to encourage them to take advantage of the opportunities to increase employment outcomes for their students. Direct mail on the advantages of New Apprenticeships was sent to around 60,000 employers in early 1998.

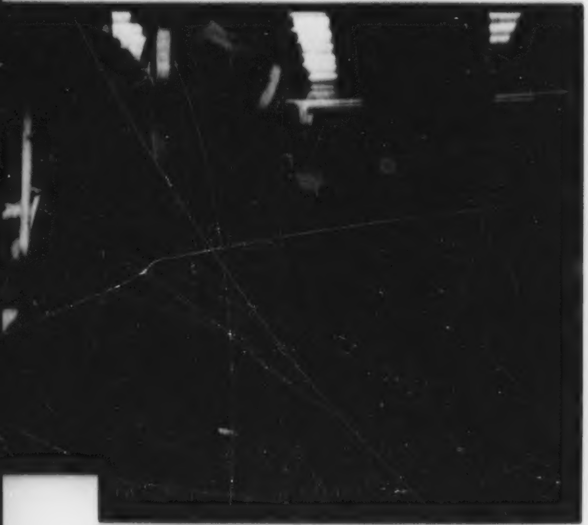
Research carried out in November and December 1997 indicated that the initial advertising had a positive effect.

The Access Program

The Access Program commenced on 1 January 1997 replacing the Pre-vocational Places Program. The Program provides pre-apprenticeship and pre-traineeship training to people who are disadvantaged in the labour market and need preliminary training before they can successfully participate in an apprenticeship or traineeship. Assistance is provided where there is a real likelihood that the participant will obtain an apprenticeship or traineeship.

The Program provides funding to State and Territory Training Authorities, Group Training Australia and other contracted organisations. These organisations generally arrange a tender through which training providers submit courses for Access Program funding. The State and Territory Training Authority tenders are open to both public and private training providers. The Group Training Australia tender caters for group training companies only.

The Commonwealth has provided some $30.5 million for the Program during the first 18 months of operation. This funding provided approximately 9,784 training places from which at least 6,848 people (70 per cent of participants) are expected to achieve positive outcomes.



New Apprenticeships Through Group Training Expansion Program

Funding under this Program is provided for projects that involve recruitment of substantial numbers of New Apprentices. Projects must also demonstrate an innovative approach to the employment flexibilities of New Apprenticeships which include:

- Australian Workplace Agreements (AWA) or Certified Agreements (CA), State-based arrangements which contain similar provisions, or awards which provide similar flexibilities;
- full time and part time apprenticeships and traineeships (including school based);
- occupations and industries not previously covered by apprenticeships or traineeships;
- innovative approaches to apprenticeships/ traineeships in areas of skills shortages;
- increased access by small business to apprenticeships/ traineeships; or
- other forms of multiple workplace apprenticeships/ traineeships.

In 1997 over $1.4 million has been allocated to organisations providing group training services to generate some 2,600 additional New Apprenticeships under the *New Apprenticeships Through Group Training Expansion* program. The success of this program helped to boost the number of New Apprentices in training with group training companies at the end of 1997 to over 25,000.

Commonwealth Vocational Education and Training Programs

Employer Incentives

In 1996-97 employer incentives were provided to assist employers of some 50,000 apprentices. Some 52,400 traineeship commencements were achieved in 1996-97 representing a significant increase from the 36,000 in 1995-96. The proportion of female trainees was 48.8 per cent while Indigenous trainees accounted for approximately 9 per cent of commencements.

Disabled Apprentice Wage Support (DAWS)

The Disabled Apprentice Wage Support Program (DAWS) provides incentives to employers who take on a person who has been assessed as having a disability as an apprentice in an approved trade. DAWS is available for up to the duration of the apprenticeship and extra help may be granted to assist with workplace modification or with the hire/ purchase of special equipment. Additional funding is also available in some cases for tutorial assistance and interpreter services. The number of disabled apprentices in training under DAWS was 537 at 30 June 1997.

Living Away From Home Allowance (LAFHA)

New Apprentices in the first year of training who are required to live away from home are eligible for additional support under this program. LAFHA is available to qualifying apprentices for a period of up to one year. A total of 3,393 apprentices received assistance under LAFHA in 1996-97.

NETTFORCE and the Industry Training Companies (ITCs)

In 1997, the NETTFORCE Industry Training Companies, Sports Group Training Companies, Small Business Projects and the Aboriginal and Torres Strait Islander Training Company reported over 60,000 traineeship commencements. Funding of $16.4 million was provided to NETTFORCE in 1997.

Traineeship Employer Assistance Program (TEAP)

The Traineeship Employer Assistance Program was managed on behalf of the Commonwealth by NETTFORCE in 1997 to provide a free training advisory service and mentoring to employers of trainees undertaking on-the-job traineeships in the areas of office administration, small business, information technology, communications, arts administration and local government.

The service was delivered by registered training providers and group training companies who were paid up to $1,000 for providing advice to an employer over the period of the traineeship. At 31 December 1997, over 600 TEAP providers were operating across Australia.

NETTFORCE received funding of $1.8 million in 1997 for the administration of the program and payment of training providers. A total of 4,870 employers accessed TEAP services during the year.

Jobs Pathway Program

The Jobs Pathway Program (JPP) is designed to assist young people make a successful transition from school to the world of work.

In 1996-97, 42 projects were funded following a limited tender. By the end of August 1997, a total of 3,532 job placements had been made. Of these placements, 1,511 involved traineeships and apprenticeships. The majority of placements were made in three industry sectors: Retail (23 per cent), Manufacturing (15.8 per cent) and Accommodation, Cafes and Restaurants (15.3 per cent).

JPP has evolved from its original focus on assisting only those completing their Year 12 studies who had spent the previous two years undertaking a school-industry program. For 1997-98, the program is focusing on all young people of school leaving age and draws on students in Years 10, 11 and 12.

For 1997-98, the Commonwealth has contracted 63 organisations to manage 68 projects at a cost of $8.9 million. Assistance will be provided to some 19,000 young people: 9,347 will be assisted into employment and will have access to mentoring support for up to 12 months; and a further 9,564 students will be encouraged to remain at school.

Workplace English Language and Literacy Program

The Workplace English Language and Literacy Program (WELL) provides workers with English language and literacy skills that will enable them to meet the demands of their current and future employment and training needs. Projects deliver workplace based English language and literacy training, generally integrated with other training; develop resources; and support the integration of language and literacy competencies into industry Training Packages.

In 1997, funding of $11.7 million was used to support 276 projects in which 34,316 workers were assessed and/or trained. 21 per cent of these funds was used for strategic national activities and resource development, including the incorporation of language, literacy and numeracy competencies in industry Training Packages.

The **Workplace Communication Project** is a component of the WELL Program. In 1997, $1.5 million from WELL funds was provided to ANTA, to support the integration of language and literacy competencies into Training Packages. Under the project, 22 national industry training advisory bodies are working with specialist staff to ensure their Training Packages incorporate language and literacy competencies.

ANTA Adult Literacy National Project

In 1997 $2 million was allocated to the ANTA Adult Literacy National Project managed by DEETYA. Funds were used to provide continued support to *Language Australia* and the *Reading, Writing Hotline* and for a number of innovative projects which promote developments, resources and programs in the field of English language and literacy.

Training Project Grants

In 1996-97, $2.5 million was spent on the development of non-endorsed components of Training Packages and other teaching and learning resources to support competency-based training, flexible delivery, assessment and the recognition of prior learning.

Funds were targeted to projects in industries where there is little or no structured entry level training, where there are identified skills shortages, poor training effort or projected employment growth. Projects were also targeted towards disadvantaged groups. Industries included were security, community services and health, telecommunications, information technology, rural and waste management.

Four projects in the arts and entertainment, community services and health (dental and optical), information technology and communication industries were funded to develop flexible learning materials in CD-ROM and/or on-line format for delivery on the Internet.

Other projects addressed access and equity issues for Indigenous peoples, rural and remote communities, people with disabilities and women. These projects developed new materials or modified existing materials so they are suitable for flexible delivery; developed assessment and recognition of prior learning tools; developed teaching and learning resources, including specialised materials, to assist clients with low language, literacy or numeracy skills or other impediments to participating in training.

Sixteen Recognition of Prior Learning (RPL) projects (most of which were continuing from the previous year) were funded in 1996-97 with a total expenditure of $355,785. New projects included developing, trialing or implementing RPL arrangements for remote area local government in the Northern Territory, for live theatre technicians, for libraries and for the development of an alternative recognition pathway with a major Tasmanian employer.

Small Business Professional Development Best Practice Program

In 1997, $1.7 million was allocated for States and Territories to undertake 24 projects to develop, trial, implement and document best practice professional development models for small business training at the regional and local level. The program conducts action research through projects to develop training models that meet the needs of small business. The program also strengthens cooperation and collaboration between the States and Territories. Additional funding was allocated to the States and Territories to facilitate and coordinate program activities and to the Managing Agent for a national formative evaluation and a national communications strategy.

The projects have involved small and micro businesses across a wide variety of locations and industry sectors, including community services and health, retail, office administration, transport and distribution, hospitality and tourism, furnishing and light manufacturing, agriculture, horticulture, rural, automotive, food and school education.

The approaches have included mentoring/coaching networks or partnerships (ACT, NSW, VIC, NT), industry/ business clusters (VIC, SA), institution based and/or on-the-job training in flexible delivery methods including interactive technology (QLD, VIC), the Internet (NSW, SA), resource materials (VIC, SA, ACT), and a variety of action learning and adult learning approaches (QLD, SA, VIC), as well as Workplace Trainer and Assessor Training (NSW, TAS, SA, WA).

Projects were undertaken in cooperation with industry training advisory bodies, industry and business associations, TAFE Institutes/ Colleges, group training companies, Open Learning Networks and business advisers.

The States and Territories are collaborating on further development of projects and models and exchanging findings on good practice and continuous improvement. An evaluation is being undertaken to determine the effects of the 1996-97 projects; to identify the most effective professional development models and elements of models; and to identify business profile factors which influence success.

PLANS FOR THE FUTURE

Job Network Services

Job Network, a new national network of more than 300 private, community and government organisations which will specialise in finding jobs for unemployed people, particularly long term unemployed people, will commence on 1 May 1998.

New Apprenticeships Centres are part of Job Network and will provide a streamlined, integrated support service to employers, apprentices and trainees and will save time and effort, leading to an increase in the number of New Apprenticeships.

Support services provided by New Apprenticeships Centres will include, but will not be limited to:

- providing information about New Apprenticeships options to employers, apprentices and trainees or other interested people;
- promotion of New Apprenticeships;
- administering apprenticeship and traineeship support services;
- working with State and Territory Training Authorities to provide a one stop, integrated support service for employers, apprentices and trainees; and
- establishing relationships with Job Matching Services, training providers, schools and other entry level training players.

To ensure the successful implementation of New Apprenticeships reforms, including New Apprenticeships Centres, the Commonwealth will continue to work with States, Territories and industry to build business support for apprenticeships and traineeships, and to strengthen links between schools, training and work.

New South Wales

INTRODUCTION

Overview of the New South Wales System

New South Wales has the largest vocational education and training system in Australia, with 1997 figures expected to exceed the 1996 figures of public expenditure ($1.2 billion), contact hours delivered (89.6 million) and enrolled students (450,000).

The New South Wales Board of Vocational Education and Training (BVET) has responsibility for the development of the New South Wales annual vocational education and training plan and advising the Minister on State vocational education and training issues in the context of national priorities.

In 1997, the New South Wales Department of Training and Education Co-ordination (DTEC), TAFE NSW and the New South Wales Department of School Education (DSE) merged to form the new Department of Education and Training (DET). The new Department coordinates education training policy, planning, and resource allocation through-out all education sectors as well as having responsibility for vocational education and training in New South Wales.

In developing the NSW annual vocational education and training plan for the Board, the Department receives input from a range of stakeholders, with the major source of industry advice being the industry training advisory bodies (ITABs). The New South Wales TAFE Commission is the principal public provider of vocational education and training in New South Wales and the single largest supplier of workforce training in Australia. With a structure of twelve institutes and seven Educational Services Divisions, TAFE NSW meets vocational training needs from pre-vocational level to AQF Level 6 across almost all industry and occupational categories.

Other major public providers in the New South Wales vocational education and training system are the NSW Department of Agriculture, the National Art School and the NSW Adult Migrant English Service (AMES). The adult and community education (ACE) sector also has vocational education and training programs in metropolitan and rural New South Wales, with the majority of adult and community education providers being registered training providers.

A substantial proportion of public funds were distributed, through competitive mechanisms, to private, community and industry training providers.

Aeroskills training for the aerospace industry

ACHIEVEMENTS IN 1997

Greater Responsiveness

New South Wales has increased its responsiveness in a number of areas. Some details of these initiatives are listed below.

Training Strategies

The New South Wales Government allocated $10 million from the Building and Construction Industry Long Service Payments Corporation to the Department of Education and Training for training and reskilling in the building and construction industry in response to the accelerating level of construction activity emerging in the lead up to the Sydney 2000 Olympics. Actual training places purchased have brought the total to over 6,000 places.

Fifty-six providers were placed on the Strategy's database through a competitive tendering process covering a total of 499 courses and 10,767 modules. Open access courses include proportional numbers from equity target groups including the unemployed, Aboriginal and Torres Strait Islander people, those with non English speaking background (NESB), and those with a disability. Specific courses were approved for Aboriginal and Torres Strait Islanders and a group with learning difficulties. Training addressed skills shortages in the Sydney CBD, Homebush Olympic sites, the Hunter, Central Coast, Illawarra and other regional areas.

An example of an industry training strategy was the Wine Industry Strategy, developed by the Department in close consultation with industry stakeholders in response to industry demand.

Customised Courses for Industry

A number of flexible customised training courses and other related services provided for industry were provided by TAFE NSW during 1997. Examples include:

- on-site customised training in chemical plant Skills for Operators at Van Ommeren Tank Terminals Australia;
- on-site training in language, literacy and numeracy skills for Florafoods staff;
- graphic arts computer simulation training provided in South Australia, Western Australia and in New South Wales;
- training for all operators of DocuTech equipment throughout Australia in conjunction with the Royal Melbourne Institute of Technology and Fuji-Xerox;
- joint training arrangements with Namoi Cotton at Wee Waa, Bindaree Beef at Inverell and Edmonds Meat at Gunnedah Abattoir;
- workplace delivery of the module Medical Terminology at Liverpool Hospital to hospital employees;
- delivery of a suite of forest, soil and water protection courses to 250 New South Wales State Forest workers and contracted forest workers in the south-eastern region of the state in conjunction with the Department of Land and Water Management and New South Wales State Forests; and
- customised study tour programs for international clients.

Strategic Alliances

A wide range of customers benefited from local, national and international strategic alliances formed in 1997 by TAFE NSW. As well as responding to industry needs, the alliances also helped optimise use of resources and enhance staff expertise.

- A $1.5 million agreement to share resources, services and expertise was signed between Western Sydney Institute of TAFE, Integral Energy and the University of Western Sydney (Nepean);
- Northern Sydney Institute of TAFE began implementing a Memorandum of Understanding with Nortel, a multi- national telecommunications company active in the Asia-Pacific region;
- In November 1997, the TAFE-Optus Technology Centre, in the grounds of Lidcombe College of TAFE was opened by the New South Wales Minister for Education and Training;

- In May 1997, the Centre for Vocational Assessment Research was formally established. This ANTA-funded centre is jointly managed by TAFE NSW Vocational Education and Assessment Centre, based in the Northern Sydney Institute, and the University of Melbourne's Assessment Research Centre. The centre will research theorectical and practical issues, primarily related to assessment;
- The Open Training and Education Unit (OTEN) signed a Memorandum of Understanding with Winglong Pty Ltd whereby OTEN has agreed to deliver, and Winglong has agreed to promote, short business courses (30 to 50 hours) for Chinese government delegations to Australia. In 1997, ten of these courses were conducted;
- Agreement was reached to allow Sri Lankan students to complete a TAFE NSW Diploma in Agribusiness; and
- The Western Institute of TAFE, in cooperation with the Macquarie Regional Library, commenced a mobile library and information service to isolated, rural and Aboriginal communities in the north west of New South Wales.

Flexible Delivery

In 1997, TAFE NSW broadened the range of delivery modes available to students, with the New South Wales TAFE institutes delivering more than 250 courses using flexible modes of delivery. All institutes have established flexible delivery centres. Examples of flexible delivery include the following:

- the Flexilink Centre in New England Institute delivered Retail and Clerical Traineeships throughout New South Wales and Southern Queensland using audio graphics and teleconferences;
- the Advanced Diploma in Library Studies was offered in New South Wales in a full flexible delivery mode;
- the OTEN FLEXI-LEARN model of concentrated face to face delivery combined with distance delivery has been developed for accountancy programs;
- Riverina Institute of TAFE established a Teaching Learning Support Unit to take advantage of the potential for electronic delivery of learning materials to all campuses;
- Northern Sydney Institute developed a flexible learning home page on their institute Intranet; and
- the Western and Northern Sydney Institutes developed and produced the resource "Adapting Learning Environment" to enable teachers to analyse current teaching and learning arrangements.

A range of delivery modes are available in the New South Wales adult and community education sector for clients in urban settings as well as those in rural and remote localities. Adult and community education providers' capacity to reach into rural and isolated communities was enhanced during 1997 through specific initiatives focusing on internet training and technology, the training of adult and community education tutors and managers in flexible delivery techniques and the continuation of strategic partnerships with TAFE and DET in isolated areas.

The Board of Adult and Community Education funded two further limited part-time flexible delivery project officer positions in regional areas to provide a focus for flexible delivery initiatives within the adult and community education sector. The Deaf Education Network used funds provided by the Board to produce a professional development kit for adult and community education tutors and managers, called Flexikit, which focuses on delivering flexibly for disadvantaged groups. Riverina Community College commenced work on adapting its very popular Course in Medical Terminology to flexible mode.

New South Wales managed the ANTA Flexible Delivery Research project. The project elements which can enhance the accessibility of vocational education and training concern small retailers, open learning and animal production.

Training Market

An interim funding model for on job delivery of traineeships was piloted for the Traineeship Training Program. Research was also undertaken into the potential impact of User Choice with a particular focus on the impact on 'markets at risk', regional areas and disadvantaged groups.

Industry Skills Centres

Fourteen new industry based skills centre proposals were approved with funds totaling $2.4 million for New South Wales during 1997 across a range of industry sectors and regional areas.

Industry Planning

The 1999 - 2001 Industry Vocational Education and Training Planning Framework was developed to improve quality of industry advice.

Cross-sectoral Work Placement Coordination

The national Vocational Placement Information Package was customised and published for use in New South Wales. The Vocational Placement System version 1.0 was piloted at five sites with the New South Wales Coordination Site being nominated as a best practice site within the national Best Practice Research Project.

Fourteen employers in the hospitality and retail industries committed themselves to a total of 245 work placements. A total of 214 cross-sectoral work placements was provided in 1997 for students from 57 providers involved in school and TAFE-based vocational education.

Apprenticeships and Traineeships

In response to requests across a range of industry sectors, New South Wales established 54 new traineeships during 1997. Revised articulation arrangements between the school-based TRAC Hospitality programs and the Hospitality Operations Traineeship (Certificate) were established. Funding was used to conduct a feasibility study into the implementation of a proposed 2000 Customer Service Traineeship in conjunction with the Olympic 2000 Strategy.

A number of part-time traineeship initiatives were undertaken during 1997. Infrastructure for a part-time pilot in Information Technology linked to the TAFE Higher School Certificate Pathway was developed. New South Wales BVET funded market research into the attitudes of employers/trainees to part-time traineeships in information technology, hospitality, sport and recreation and horticulture. Four pilot sites were developed to implement Information Technology part-time traineeships linked to the TAFE Higher School Certificate (HSC) pathway when variation to State awards is negotiated. Market research showed some employer and trainee interest in flexibly delivered part-time traineeships linked to the HSC.

New South Wales developed an information strategy to promote apprenticeships and traineeships in New South Wales. The total number of trainee commencements in 1997 was 15,265 (a 26 per cent increase over commencements in 1996).

Small Business Professional Development Strategy

Four models of training delivery for small business needs were piloted as part of the national *Small Business Professional Development Best Practice Program*. This resulted in an increased commitment to on-the-job training as small business owners improved training skills or became qualified workplace trainers and assessors.

Training for small business owner operators was made more accessible through enhanced flexible delivery modes. The national *Small Business Professional Development Best Practice Program* trialed innovative approaches including mentoring, networking, action learning, use of the Internet and customisation of training programs.

Group Training Schemes

A system was introduced which rewarded group training companies for employing apprentices who had lost their employment through no fault of their own. A series of information sessions was conducted to encourage prospective clients to establish new group training companies.

Ten additional group training companies were funded to engage in industries and/ or regions not previously covered by the Joint Policy funded group training companies.

Industry Skills and Enterprise Training Programs

Fourteen projects were established to support industry training initiatives that addressed skill shortages and unmet training needs. In response to identified skill shortages and improved export opportunities, the New South Wales electronics industry was funded to develop and pilot training and assessment materials to support the achievement of competency. Similarly, two mining companies in the Hunter Valley were funded to develop and deliver work based training programs in response to critical workplace safety issues and skill shortages in the industry.

Additional funding was provided to support recognition of competency and provision of senior first aid training to 800 participants, enrolled in the *Certificate III in Care Support Services (Nursing Assistant).*

Enhanced Quality

Best Practice and Quality Assurance

The development of the New South Wales Quality Framework for vocational education and training continued, with consultations with providers, industry advisory bodies, enterprises and students. The Framework is an integral part of New South Wales implementation of the Australian Recognition Framework which was endorsed by all Ministers in May 1997 and aims to encourage all organisations involved in the New South Wales vocational and education training sector to embrace the National Principles for Quality and to strive for best practice.

Implementation of the Adult and Community Education Quality Strategy is a requirement for adult and community education providers receiving funding from the Board of Adult and Community Education in New South Wales. During 1997, with help from ANTA Best Practice project funding, a number of best practice case studies were documented and disseminated to adult and community education providers to assist with the implementation of the Adult and Community Education Quality Strategy. The Adult and Community Education Quality Strategy was also reviewed, facilitators were trained for organisational self-assessment and pathways developed between the Adult and Community Education Quality Strategy and the Australian Recognition Framework for the 57 adult and community education providers which are registered training organisations.

Riverina Institute of TAFE was successful in achieving full business certification under ISO 9001 for all its campuses. The Institute was only the second TAFE institute in Australia to achieve this.

All seven TAFE NSW Educational Services Divisions have received certification under ISO 9001. The 1997 statewide TAFE NSW Quality Awards was hosted by Sydney Institute of Technology. Winner of the Gold Award was a project from Western Sydney Institute of TAFE's Nepean College. Silver Awards were won by Marketing Services Branch of TAFE NSW Co-ordination Services for its project on the TAFE NSW Handbook on the Web. Other awards were given for an improved OTEN enrolment and dispatch processing time and the design and installation of a customer-focused voice-communication network at Sydney Institute of Technology.

In March 1997, TAFE NSW was awarded Tourism Training Australia's 1997 *Award of Excellence* for dedication and leadership within the tourism and hospitality industry. The award recognised and promoted the excellent work and commitment of TAFE NSW and its staff in delivering innovative training in New South Wales and through other joint ventures in Australia and overseas. Other notable achievements in vocational education and training include:

- Sydney Institute of Technology received an Australian Quality Council (AQC) award for Achievement in Business Excellence;
- South Western Sydney Institute won the Public Sector Award for Improved Social Justice at the Premier's Public Sector Awards in December 1997;

- the Evatt Shield for the most successful regional Workskill team won by Illawarra;
- ANTA Best Practice Awards were won by Deniliquin and Finley Campuses of Riverina Institute of Technology; and
- VET Disabilities Services and Southern Sydney Institute won a national award for best practice for a project on adaptive technology.

Quality Initiatives

All TAFE NSW Institutes and Educational Services Divisions planned or completed organisational self assessments in 1997 and improvement plans are being implemented. These plans included improved communication and administrative processes in regional centres to ensure a higher standard of service to students and industry. The New South Wales Best Practice Network expanded its membership from 300 to 400 and average attendance at regular forums increased from 80 to 100 with all five forums for 1997 over-subscribed.

Management of ANTA Projects

New South Wales managed the national project *Promotion of Best Practice* including the publication of the *National Best Practice Newsletter* (five issues and a distribution of over 5,000) and the National Quality Best Practice Seminar. In 1997, there were 13 Demonstrating Best Practice Projects in New South Wales. Funds were awarded to organisations that had developed and implemented activities identified as current best practice.

Training Awards

Thirteen of the 24 students who represented Australia in the International Work Skill Olympics in Switzerland in June/July 1997 were from TAFE NSW. Three of the New South Wales Work Skill Olympics competitors won medals, a gold, a silver and a bronze. At the 1997 Australian Training Awards, New South Wales TAFE students were awarded the following national awards:

- Trainee of the Year;
- Australian Secretarial/Administration student of the Year;
- Vocational Education Student of the Year (who had studied at Orange Community Education and Training Centre); and
- The Small Business Training Award which was won by Scuba Warehouse of Parramatta.

New South Wales was also represented as finalists in the Training provider of the Year, the Australian Training Award and the Employer of the Year categories.

Staff Development and Management Improvement

The training strategy for Industry Training Coordinators and Advisers was implemented. These field staff were either given recognition of prior learning or were trained as Workplace Assessors and Workplace Trainers (Category 1 and 2). Accredited professional development was also conducted for field training advisers in the areas of conflict resolution and competency based assessment and the exercise of delegations within the New South Wales apprenticeship and traineeship system.

Other Quality Initiatives

Good practice models of Industry Planning were incorporated into 1999 - 2001 Industry Vocational Education and Training Plan Framework. In addition, New South Wales ITABs developed customised self assessment checklists using Australian Quality Awards categories. Vocational education and training providers taking part in cross-sectoral work placement programs were trained in best practice standards and requirements of vocational placements. Professional development was delivered to over 1,200 workplace supervisors, through the national AVTS Professional Development Program. A workplace training project was initiated to develop the key competencies and relevant broad-based skills in problem solving and communications in a workplace setting.

Greenkeeping

Recognition of Training

New South Wales worked closely with the other States and Territories to develop the Australian Recognition Framework and to streamline recognition processes. It also focused on increasing the number of registered providers delivering accredited courses. In 1997, VETAB registered 49 providers that had previously operated outside the State Recognition Authority. This brought the total number of registered providers to 692. The total number of accredited courses in New South Wales increased by 159 to 2,160.

A new framework for delivery of skills recognition services was developed in 1997. This framework is regionally based and includes competency based assessment processes, pathways to recognition and mechanisms for service coordination.

The Adult and Community Education/ TAFE Steering Committee examined adult and community education/ TAFE credit arrangements with a view to updating the Adult and Community Education/ TAFE Credit Transfer Manual.

TAFE NSW responded to large numbers of university graduates enrolling in TAFE New South Wales courses by introducing arrangements which provide automatic advanced standing into a range of courses. University graduates with degrees in eight pilot areas were granted advanced standing for 75 per cent of specified courses.

TAFE NSW increased the number of formal arrangements for credit transfer, from private provider to TAFE, from 600 to 625 covering 72 private providers. TAFE NSW also revised all arrangements with the secondary school sector to create 41 core agreements which lead to advanced standing in 187 TAFE courses, a 40 per cent increase in agreements. The New South Wales Board of Studies collaborated with TAFE NSW to expand credit transfer provisions and a second edition of the *HSC/TAFE Credit Transfer Guide* was published. There are currently more than 40 HSC courses that provide credit transfer into over 185 TAFE NSW courses.

Curriculum Development and Maintenance

The New South Wales Board of Studies commenced development of curriculum frameworks in a number of industry areas including hospitality, metal, engineering, retail, office administration and information technology (client support). As Training Packages are endorsed by ANTA, the New South Wales Board of Studies will develop frameworks in other industry areas such as sport and recreation, child care and horticulture.

Improved Accessibility

Accessibility has been improved by flexible delivery initiatives, increased responsiveness to industry and individual needs and improved pathways. Access has also been improved for those groups in the community who have traditionally suffered from educational, economic or social disadvantage.

In 1997, TAFE NSW developed the *Developing Inclusive Curriculum* resource package, designed to foster supportive learning environments for all students regardless of their differences. Other initiatives for specific groups are detailed below.

Adult and community education provides a wide range of flexible, accredited, industry specific and general vocational courses. These are accompanied by a range of literacy and numeracy courses which provide the basic skills necessary to gain employment or underpin further training. New resource allocations processes developed by the Board of Adult and Community Education during 1997 will ensure that the Board's limited funds reach those most in need thereby improving participation and completion by equity target groups.

Aboriginal and Torres Strait Islander People

- in conjunction with the Department of Corrective Services, TAFE NSW developed a *Strategic Plan for TAFE NSW Provision for Aboriginal Inmates*;
- North Coast Institute recruited 11 Aboriginal Student Support Officers to provide Aboriginal students with resources and guidance to help them through their courses;
- three new mobile instructional units delivered services to Aboriginal people in the New England and Riverina regions;
- courses were developed for Aboriginal Community Workers in Audiometry and with Personal and Community Services Health Unit to provide Aboriginal perspectives in the development of a suite of Aboriginal Health Care Certificate courses;
- Hunter Institute of Technology delivered a very successful program in bricklaying in association with Yarnteen Aboriginal and Torres Strait Islander Corporation;
- an innovative Koori CAFE and Aboriginal Art and Cultural Practices group of TAFE students finished a year of high achievement by having the Wagga Wagga Council Tourism Officer launch their Johnny Cake Ceramics pilot enterprise following an art exhibition and the launch of the video Wuudha Muuga;
- the New South Wales Department of Agriculture was involved in several initiatives under the Aboriginal Rural Training Program, through Murrumbidgee College of Agriculture;
- Southern Sydney Institute delivered a range of programs for Aboriginal people including a course sponsored by Qantas and a pre-vocational course for two groups of Aboriginal students employed through the McArthur Training Company in conjunction with Lend Lease;
- a Diploma in Aboriginal Studies was developed and implemented;
- in 1997, the Board of Adult and Community Education commenced the establishment of an autonomous Indigenous adult and community education organisation to take responsibility for the delivery of accredited vocational education and training to Aboriginal and Torres Strait Islander people throughout the State; and
- the number of Indigenous peoples employed as tutors in the adult and community education sector increased from 25 in 1996 to 42 in 1997.

Women

- The Women's Education and Training Coordination Unit held workshops throughout the State to implement the *New South Wales State Program of Action for Women in TAFE, 1997-2000*;
- Western Sydney Institute of TAFE developed and provided a training program which targeted women involved in home based businesses and sponsored a program which promoted careers and training in technology to women and girls;

- staff from New England Institute, the Business Enterprise Centre, adult and community education and Tamworth and District Training collaborated on the *Women in Technology Pathways Project* to increase and enhance women's retention rates in Information courses, particularly Aboriginal women and women from non-English speaking backgrounds; and
- as part of the implementation of the New South Wales Government's Action Plan for Women, a research project was conducted on factors contributing to success for women studying non traditional courses at a distance.

People With Disabilities

- in conjunction with the Information Services Division, the Disabilities Services Adaptive Technology Management team established a generic disabilities news group for all users requiring information on disabilities issues and a news group specifically for vocational education and training Disabilities Services staff;
- a bridging course in Australian Sign Language was offered and staff development workshops were conducted on interpreting for deaf and hearing impaired students;
- the Illawarra Institute of Technology hosted a well attended Learning Disorders Conference to review education and training impacts for students with learning disorders; and
- the Board of Studies undertook a curriculum project to enhance access to vocational courses for students with special education needs.

People from Non-English Speaking Backgrounds

- TAFE NSW introduced the flexibly delivered *Work Skills Certificate* in hospitality, computing, clerical and retail areas;
- staff from South Western Sydney Institute and community organisations jointly developed a program for young Indo-Chinese people who are 'at risk', particularly street kids;
- a forum was organised for consumers and their community organisations dealing with the double disadvantage of NESB and disabilities;
- staff from the Multicultural Education Unit and the University of Technology, Sydney, completed a national research project on training for ethnic small business; and
- under-representation in adult English language, literacy and numeracy programs in remote and rural locations was targeted by adult and community education providers through flexible delivery and joint provider programs.

Corrective Services Inmates

TAFE NSW has been providing vocational education and training courses to Corrective Services inmates for over 20 years and is the major training provider for the New South Wales Department of Corrective Services (DCS). In 1997, there were 3,740 inmates from correctional institutions studying through TAFE NSW.

Based on recommendations from the Royal Commission into Aboriginal Deaths in Custody, the *Aboriginal Inmate Committee Mentor Training Program* was established in conjunction with the DCS. In this mentor program, Aboriginal inmates formed committees to take responsibility for inducting new inmates in the correctional centre's systems, procedures, norms and other issues. TAFE has developed, and is delivering, a course for members of the Aboriginal Inmate Committees to provide them with the skills and knowledge to successfully carry out the mentoring role. In 1997, the course ran at Glen Innes, Long Bay, Grafton and Bathurst with 95 per cent student completion rates.

Youth at Risk

- TAFE NSW's Outreach staff organised a TAFE-wide forum to examine vocational education and training issues for youth at risk of becoming involved with the juvenile justice system;
- New England staff, in cooperation with local schools, developed a program for youth at risk to assist them with career options;

- South Western Sydney Institute established formal links with the then Department of School Education to develop pathways for youth at risk; and
- a pilot Occupational Studies pre-Certificate in Shopfitting and Joinery was conducted for the Department of Juvenile Justice at Lidcombe College.

In addition to specifically focused initiatives, some more broadly based initiatives to increase accessibility were implemented.

Regional Services

The eleven regional centres provided information, advice and assistance on all matters relating to vocational education and training. These one-stop contact points enhanced the ability of industry, students and the community to access information about training. The review of the roles and functions of Regional Councils of Adult and Community Education which was implemented throughout 1997 saw the introduction of new adult and community education regional vocational education and training planning mechanisms with cross-sectoral representation.

Internet Services

New South Wales continued to maintain the national Training Information Network (TRAIN) with its world wide web site and national fax to fax service. TAFE NSW prepared guidelines for Internet Access (*How to Write Successful Training Materials: a Guide*) to address the learning needs of trainees with limited language, literacy and/or numeracy skills in English.

Vocational Education and Training in Schools

Approximately 18,000 school students participated in school-delivered dual accredited vocational courses in 1997, an increase of 32.6 per cent for government school students. In 1997, there were 1,681 classes of Joint Secondary Schools TAFE courses with approximately 24,000 students.

Increased Efficiency

Efficiency was increased throughout 1997 in a number of areas.

Information Systems

The Integrated Vocational Education and Training System (IVETS) data base programs module was introduced with on-line connection to regional centres. The data base is used to hold information on approved providers' capacity to meet industry training demand. All tendering, purchasing, monitoring and reporting is administered through the system.

The Board of Studies commenced the enhancement of its data collection and reporting systems for school vocational education and training to ensure consistency of school vocational education and training data with the national standard for collection and reporting of vocational education and training data. The quality and accuracy of the AVETMISS data collection was improved and a student data collection system was trialed and introduced for the Department's industry training programs on the open market.

Restructure of Education and Training

In December 1997, the education and training sector in New South Wales was restructured to provide better coordinated services for students, industry and the community. The New South Wales Department of Training and Education Co-ordination (DTEC), TAFE NSW and the New South Wales Department of School Education (DSE) were merged into a single entity, the New South Wales Department of Education and Training. The new Department will be better placed to respond to client needs and provide flexibility in the provision of programs and client services.

TAFE NSW introduced a number of specific initiatives to improve efficiency. Examples include:

- the introduction of a customised course information system on the Internet, 'Handbook on the Web';
- joining of the 'Energy Smart Buildings for Government Program' in partnership with the New South Wales Sustainable Energy Development Authority with the goal of reducing energy consumption by 25 per cent by 2005;
- be better placed to respond to client needs and provide flexibility in the provision of programs and client services;

- adoption of a five year plan to position TAFE NSW to take advantage of on-line technologies, including the Internet, so that it is able to meet the flexible learning needs of its clients;
- connection of thirty nine additional libraries to the TAFE NSW On-line Library Information System;
- improved CD Rom networks and Internet access in TAFE College libraries to strengthen the range of technologies available to students and staff;
- introduction of a *Recognition of Equivalence (ROE) Service*, in June 1997 for non-enrolled applicants in response to the needs of industry and the community. ROE assesses and reports on those skills acquired through on-the-job, work or life experience against the outcomes of TAFE modules;
- transfer of the Dental Nursing course to the United Dental Hospital, to improve the sharing of resources such as sterilisation procedures and dental surgeries;
- agreement established between the Riverina Institute of TAFE and the Cootamundra Shire Council to share facilities, staff and resources between the Council and the Cootamundra Campus;
- expansion of articulation and credit transfer arrangements with universities, other educational bodies (overseas as well as Australian), industry and government bodies;
- introduction of *TAFEcard*, a smart card solution to its student identification card requirements;
- implementation of strategies and a range of stringent new requirements to enhance the accuracy of student result recording; and
- establishment of a memorandum of understanding between TAFE NSW and the three school systems to ensure the quality of the vocational education training for secondary teachers delivered by TAFE NSW.

PLANS FOR THE FUTURE

Greater Responsiveness

New pricing and purchasing arrangements for the Traineeship Training Program will be introduced in 1998 to allow for differential pricing of traineeships and delivery modes, on the job pathways, and cross border arrangements.

The coordination of field based program delivery will be greatly enhanced by the location of industry program officers in eight of the 11 *Industry Training Services Centres*. Industry Training Services Centres form part of a network of Department of Education and Training District Offices and will administer industry programs locally. Advice and referral in relation to industry program matters will be available through all 40 district offices. The implementation of the Integrated Vocational Education and Training System (IVETS) will be finalised and made available through Industry Training Services Centres.

A comprehensive Training Strategy for the Sydney 2000 Olympics will be implemented in targeted industry sectors in New South Wales during 1998. Training programs will be developed to ensure an effective response to the training needs of the 2000 Olympics and Paralympics.

Eight new projects will be funded under the National Small Business Professional Development Best Practice Program in response to ongoing needs of small businesses in training. National Transition Project Professional Development funding will be used to prepare industry for the introduction of national Training Packages through the New South Wales State ITABs. Funded group training companies will be encouraged to work with public sector agencies to achieve increased opportunities for placement of apprentices and trainees.

Funding will continue to support industry and enterprises to address critical skill shortages and unmet training needs. These initiatives will also support the practical implementation of Training Packages in workplace settings and the establishment of cooperative partnerships between enterprises and registered training organisations.

Integrated literacy and vocational education and training programs using a variety of delivery modes in the adult and community education sector have commenced in a number of industry groups such as automotive, hospitality and retail. This will continue throughout 1998 and 1999 as more Training Packages are finalised and implemented.

All TAFE institutes will implement strategies to ensure that client focus and flexibility in service delivery are responsive to changing market requirements. Flexible delivery options will be increased with clearer focus on work-based learning programs and expanded use of technology. There will be increased priority on strategic alliances and partnerships with enterprises, industry bodies and other education and training providers to meet customer needs. Leader feeder arrangements will be expanded so that a range of institute sites can operate as feeder locations for centres of specialisation. All TAFE institutes will also continue to monitor customer satisfaction so they can ensure responsiveness to client needs.

Enhanced Quality

The Australian Recognition Framework, including the New South Wales Quality Framework for vocational education and training, will be implemented and all registered training organisations will be encouraged to pursue quality endorsement. VETAB aims to register all deemed registered training organisations by 30 June 1999. Accreditation and registration processes will be streamlined.

Seminars and support training will be provided on an ongoing basis to project managers and personnel undertaking projects under the Vocational Placement Program. The Best Practice Forums will be extended to regional areas and incorporate the schools sector. It is planned to increase the size of the Best Practice Network by 20 per cent.

New South Wales will promote the development of quality arrangements in group training as set out in the report *The Development of Quality Arrangements in Group Training (ACCIRT)*. Quality improvement principles, performance indicators and models for quality management business planning will be integrated into ITAB performance agreements. Funding for additional assistance of up to 50 hours for AQF Certificate II and 100 hours for AQF Certificate III and IV will be made available through the Traineeship Training Program for trainees who need additional assistance to participate in training programs. Additional employers will be recruited to provide a greater number of work placements for cross-sectoral students and trainees in vocational education and training.

The implementation of the Adult and Community Education Quality Strategy continues successfully and will gain further momentum with funding from the Board for the employment of an Adult and Community Education Quality Manager and the development of an external review process.

In order to improve and maintain quality, all TAFE institutes will make a significant investment in their human resources by continuing to expand professional development activities for staff.

Accessibility

New South Wales will update and reproduce the State's information kit for employers, training organisations and young people on apprenticeships and traineeships in New South Wales. To assist this process, an Internet site on apprenticeships and traineeships available in New South Wales will be established to improve access to information for employers and training providers. TRAIN links to other sites will be upgraded to avoid duplication of information and effort and to provide further information on vocational education and training services.

A campaign to promote the recently declared Higher Engineering Trade will be conducted to increase awareness of requirements to implement on-the-job training to achieve the relevant competency standards from a range of industry areas including electrical, metals and engineering.

The Board of Adult and Community Education will develop adult and community education sector performance measures and targets as an adjunct to new resource allocation arrangements aimed at increasing participation by disadvantaged groups.

All institutes are committed to the enhancement of participation and outcomes for members of equity target groups across the range of courses and award levels. As well as implementing State and National social justice policies and programs, institutes will also be implementing strategies aimed at the specific equity needs of their local communities.

Increased Efficiency

The Integrated Vocational Education and Training System (IVETS) database will be further enhanced to accommodate new recognition arrangements including Training Packages, industrial arrangements for apprentices and trainees and entry level training services data requirements.

Strategies to increase efficiency include improving management systems and processes, removing administrative and educational rigidities, joint ventures with other organisations and income generation through increased commercial activity and tendering for funds.

Priority will be given to greater integration between strategic planning, profiling, performance and resource allocation in institutes and at the organisational level. Strategies will be developed for performance reporting and the bench marking of institute and organisational performance.

A number of institutes will continue the development of leader feeder arrangements whereby centres of specialisation are established with other sites operating as feeder locations. This arrangement makes it possible to provide broad geographic access to education and training while maximising the use of high cost capital and staff expertise.

Institutes will continue to implement strategies to:

- ensure they become more market oriented;
- improve communication about what TAFE NSW does and to enhance its reputation as the preferred provider of quality training;
- develop further internal cooperative systems to ensure that the expertise of TAFE staff is utilised in the best possible way to deliver flexible, quality public vocational education and training; and
- maintain the reform agenda for harmonious and efficient industrial relations within TAFE.

INTRODUCTION

Key Achievements of the Victorian state training system

The Victorian State Training System (STS) has been, for many years, widely regarded as being at the forefront of vocational education and training in Australia. Major achievements in 1997 included:

- the conduct of a major review of TAFE provision in the Melbourne metropolitan area to ensure that the Victorian TAFE network is able to deliver training effectively and efficiently well into the twenty first century;
- the achievement of high rates of employer satisfaction - in the 1997 national employer satisfaction survey, 88 per cent of Victorian employers indicated that they were very satisfied or satisfied with the vocational education and training system - a higher proportion than in any other State or Territory;
- the efficient delivery of more than 86 million annual hours of curriculum (AHC) of vocational education and training to over 550,000 enrolments;
- the allocation of over $56 million or 11.3 per cent of funds for training provision through various contestable processes - this is planned to rise to 30 per cent by the year 2000;
- the further development of the Victorian Virtual Campus so that by 1999 it will have widespread usage throughout the vocational education and training sector as a platform for student administration and on-line learning;
- the implementation of a policy framework for the full implementation of New Apprenticeships, including User Choice, from 1 January 1998;
- the piloting and evaluation of provider based accreditation arrangements, which will be implemented across the STS early in 1998;
- the expansion of the training market to include over 750 registered private providers of vocational education and training;
- the continued operation of the largest and most diverse Adult Community and Further Education (ACFE) sector in Australia with over 500 community providers;
- the continued operation of TAFE institutes as independent public sector enterprises competing in the open training market, including inter-state and overseas, and obtaining an average of 34 per cent of their revenue from sources other than government vocational education and training funds;
- the further implementation of strategies for quality improvement and best practice in educational effectiveness;
- the implementation of a Managing Diversity Policy and a wide range of targeted initiatives to improve access to training; and
- the full introduction of national competition policy.

Structure of the Victorian training system

The main components of the State Training System (STS) in 1997 were:

State Training Board

The State Training Board (STB) is established under the *Vocational Education and Training Act*. Its main functions are to:

- advise the Minister for Tertiary Education and Training on a range of issues relating to vocational education and training in Victoria, including curriculum and expenditure of funds;
- allocate TAFE funding, subject to Ministerial direction, and negotiate performance and funding agreements with vocational education and training providers and industry training boards (ITBs);
- develop and implement, in collaboration with the ACFE Board, an adult, community and further education plan;
- accredit courses to ensure appropriate quality;
- recognise and regulate training providers for both public and private sectors and for domestic and overseas students;

- regulate and administer apprenticeships and approve training schemes generally; and
- perform the functions of the Victorian State training agency for the purposes of the ANTA Agreement.

Vocational Education and Training Providers

In 1997 Victoria had a diverse mix of vocational education and training providers including 22 TAFE institutes, four universities with TAFE divisions and over 750 registered private providers. They provided a broad range of recreational, personal enrichment, preparatory and vocational programs as well as other training services.

Vocational Education and Training Accreditation Board / Industry Training Accreditation Boards

The Vocational Education and Training Accreditation Board (VETAB) was responsible for developing accreditation policy and monitoring and coordinating the accreditation procedures of Victorian industry training accreditation boards (ITABs).

There were 19 ITABs which examined and considered courses for accreditation and recognised training programs and short courses across specific industry areas.

Industry Training Boards

Fifteen Victorian ITBs provided advice on industry training needs through the preparation of Industry Training Plans, promoted training and contributed to the course accreditation process through representation on ITABs.

Adult Education Sector

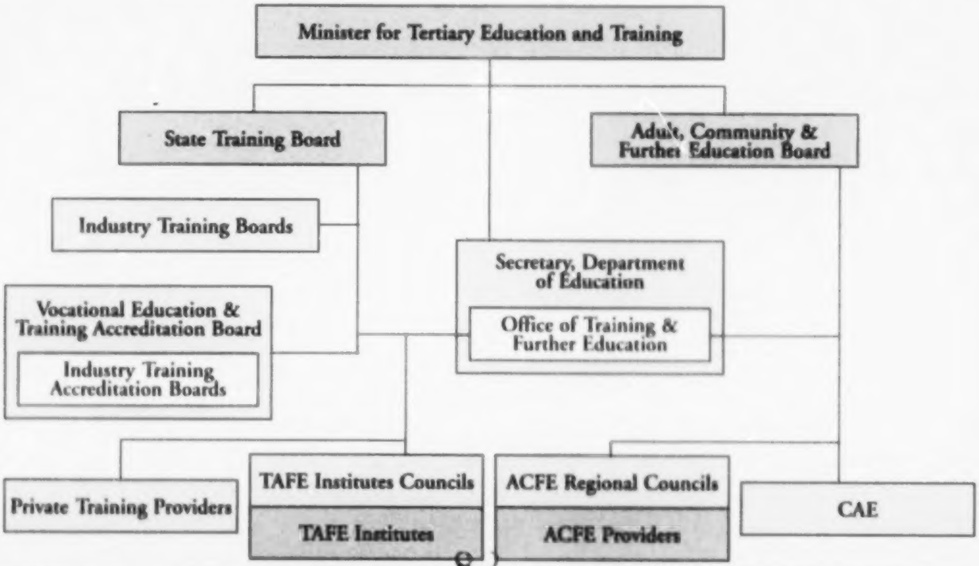
The Adult, Community and Further Education Board (ACFEB) plans, develops policies, promotes and allocates resources for the provision and support of community based adult education. It advises the Minister on matters related to adult, community and further education.

The ACFEB has a network of nine Regional Councils of Adult Community and Further Education responsible for the allocation of funding and support for community based adult education across the State. The sector includes over 500 registered community providers delivering a range of programs, including vocational education and training.

Office of Training and Further Education

As a division within the Department of Education, the Office of Training and Further Education (OTFE) supports the STB and ACFEB.

The Victorian State Training System in 1997


Minister for Tertiary Education and Training
State Training Board
Adult, Community & Further Education Board
Industry Training Boards
Secretary, Department of Education
Office of Training & Further Education
Vocational Education & Training Accreditation Board
Industry Training Accreditation Boards
Private Training Providers
TAFE Institutes Councils
TAFE Institutes
ACFE Regional Councils
ACFE Providers
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ACHIEVEMENTS IN 1997

Greater Responsiveness

Development of the Training Market

Contestable Funding
Over $56 million (11.3 per cent of total provision) was budgeted for allocation through contestable processes open to TAFE institutes and registered private and community providers. The STB has approved a move toward a notional 30 per cent of total vocational education and training funds being available for the purchase of training through contestable processes by the year 2000.

Private Provider Registration
The use of Training Recognition Consultants (TRCs) to provide an alternative pathway to registration was piloted to provide a devolved service which is more efficient, streamlined and less costly to clients. There are over 750 registered private providers of vocational education and training.

Independent TAFE Institutes
TAFE institutes operated as independent public sector organisations competing with each other and the private sector in the open training market. On average, institutes received 34 per cent of their revenue from other than government vocational education and training funds.

National Competition Policy
Implementation of the National Competition Policy in the Victorian STS was completed with the application of the Competitive Neutrality Policy (CNP) from 1 July 1997. The CNP applies to the pricing of all commercial activity in TAFE institutes and to their tenders for government funded programs.

Flexible Delivery

Communications and Multimedia Strategy
The OTFE's Communications and Multimedia Strategy provides for a coordinated approach to the implementation of communications technology across the Victorian STS. The strategy is framed around three major goals - Infrastructure Development, Content Development and STS Leadership Role and relies on consistent and supportive activity in four key support areas (resource allocation, staff development, research and continuous improvement).

In addition to the initiatives detailed below, *Training Snapshots From the Year 2005* was published to provide possible scenarios about how teaching and learning might look in the future as a result of use of communications and multimedia technology.

Victorian Virtual Campus
The initial development of the Victorian Virtual Campus was completed. This electronic services platform for the State Training System will use new computer technologies for student administration and management of student training, and a combination of electronic on-line tools to flexibly deliver training.

Key developments in 1997 included:

- implementation of the Virtual Campus web server;
- development of the Virtual Campus web site;
- trialing by a number of TAFE institutes of the functional elements of the Campus; and
- the provision of $1 million for on-line course development in the electrical/electronics, hospitality and business industries.

Support activities included expansion of the computer network infrastructure; development of necessary organisational arrangements, appropriate skills and support to enhance the provision of quality content; and professional development.

These activities will form the basis for the widespread usage of the Virtual Campus throughout the vocational education and training sector in Victoria from 1999.

Computer Infrastructure Funds
The OTFE's Communications and Multimedia Strategy includes the progressive shift in investment from capital works to technology infrastructures which support connectivity.

$2.5 million was provided to expand the capacity and use of the STS Wide Area Network (VETNet) and its successor VIC ONE (whole of Government Network), through the development of provider based Wide Area Networks (WANs).

New Learning Technologies Conference and Pilot Programs

A major conference, *Innovate for Learning*, was held to promote discussion on the planning model outlined in the report, *A Planning Model for Innovation*, and on the use of technology to deliver training. Following the conference $125,000 was provided for twelve pilot projects to use and refine the planning model to plan innovative training delivery.

Research into Women in Technology

The OTFE undertook a research report called *"Women in Technology"* which investigated the roles of women in information technology in vocational education and training and suggested strategies to increase the profile and number of women involved.

Innovative Training Fund

Grants of $1.3 million were made for innovative training initiatives covering:

- the application of advanced technologies;
- non-traditional delivery arrangements;
- establishment of arrangements which better meet the delivery needs of new industries and occupations (eg: multi-media); and
- open entry/open exit arrangements.

National Developments

Activities undertaken to support national flexible delivery initiatives were:

- management of the tender process and oversight of projects from the *ANTA National Flexible Delivery Taskforce Final Report*;
- coordination of a range of ANTA funded research and documentation projects;
- organisation and management of the ANTA NET*Working 1997 Conference;
- conduct of the *On-line Skills and Training Matrix* project to establish quality vocational education and training teacher competencies and develop a matrix linking them with training programs and resources; and
- development of the vocational education and training specific component of the EdNA Directory.

Adult, Community and Further Education

The New Learning Technology Implementation Plan for Adult and Community Education Victoria 1997 - 1999 was developed and implementation began. The plan provides strategies for establishing infrastructure, developing and accessing learning products and developing professional skills. New Learning Technology Networks were established in each of the nine ACFE regions and professional development conducted.

Recognition of Prior Learning

A series of seminars/briefings and workshops were held to discuss findings and recommendations in the report *Implementation of RPL Principles and Models in the Victorian State Training System.*

Four trial assessment centres were established and evaluated. The evaluation will inform the development of a new assessment policy framework, and the required structures for its operation and implementation across the State Training System.

Industry Education Partnerships

A second *Partnerships for Training* kit was published, this time highlighting highly successful partnerships between TAFE institutes and small to medium sized businesses in the automotive, business services, chemical manufacturing, community service and health, food processing, textiles, clothing and footwear, wholesale, retail and personal services industries.

Initiatives for Small Business

A number of Victorian initiatives to encourage innovative approaches to stimulate small business owner/operator demand for quality professional development were developed and implemented under the DEETYA, 1997 Small Business Professional Development Best Practice Program.

Curriculum Development

Priority was given to the implementation of national Training Packages. Implementation guides for each Training Package were developed. They identify courses currently delivered in Victoria, which will be replaced by Training Package qualifications, and transition arrangements. The guides also include information on nominal duration for the purpose of funding, information on adding Training Package qualifications to an organisation's scope of registration, and New Apprenticeships. Implementation guides will be supported by professional development workshops. A series of seminars for training providers provided detail on Training Packages and the strategy for their implementation in Victoria.

Further Education Framework

The ACFE Board developed *Transforming Lives, Transforming Communities*, a conceptual framework for further education, which identifies:

- the major shaping influences that a contemporary further education curriculum should take into account;
- major educational debates;
- vision and values;
- lifelong learning goals;
- key organising principles;
- educational practices and outcomes;
- pathways; and
- recognition/validation arrangements.

Middle Level Training

The 'Future Directions for Middle Level VET' project was undertaken to:

- effectively define 'middle level' in regard to skills and training;
- identify current demand for and characteristics of middle level vocational education and training and the factors affecting these;
- explore the factors affecting future demand and characteristics;
- identify areas requiring change and the barriers to change;
- develop, and generate system-wide acceptance of, a set of Principles for Quality Middle Level VET; and
- develop a Strategy for the reform of middle-level vocational education and training in accordance with the agreed Principles.

Draft *Principles for Quality Middle Level VET* have been the subject of state-wide consultation with industry, vocational education and training providers and some students. In addition, a major research project into current and future demand for middle level skills is being undertaken by Curtain Consulting in association with the Centre for the Economics of Education and Training at Monash University. An issues paper will be prepared to draw together some of the themes which have emerged during the project and identify aspects of middle level vocational education and training which invite reform if demand is to continue to grow and client needs are to be met.

Enhanced Quality

Quality Management Framework

The development of the Quality Management Framework (QMF) for STS continued through progressive testing, validation and transference across the STS in partnership with key stakeholders.

Eighty per cent of TAFE institutes and all Adult Community and Further Education (ACFE) Regional Councils completed a self assessment based on customised manuals. The manuals were revised for ongoing use within their respective sectors.

ACFE community providers, private providers, ITBs and group training companies participated in pilot projects to produce a manual customised for the particular needs of the sectors and provide a basis for transference of the customised model across their sector.

The self assessment work will inform the quality policy for the STS which will be integrated into strategic, operational and reporting frameworks. Work commenced on all key policy and operational elements of the QMF. These will be tested through further pilot projects during 1998 with a view to full implementation of the QMF in 1999.

Product Development and Promotion to Support the Quality Management Framework

Key initiatives to support the implementation of the Quality Management Framework included:

- the development of an on-line benchmarking manual;
- dissemination of the products from the Benchmarking for Educational Effectiveness Program (BEEP);
- further work on Demonstrating Best Practice in vocational education and training projects;
- promotional activities to maximise the take-up of the products arising from quality projects;
- a "Focus on Quality" conference; and
- the launch of the "Q Magazine" which promotes Victorian quality initiatives and provides information on trends in quality management.

Accreditation Arrangements

Three TAFE institutes, three private providers and two ACFE providers participated in a pilot of new self managed accreditation arrangements. The main features include accreditation by a range of approved organisations within a quality framework; multiple access points; coverage of further education and vocational education and training; linking of course development, accreditation and curriculum to delivery; greater responsiveness to industry; simplified and flexible processes and continuous improvement.

Following a favourable evaluation of the pilots, a process of provider managed course accreditation will be introduced across the STS early in 1998.

Legislation was passed (effective 1 January 1998) to allow the delegation of training accreditation powers and to establish a Training Recognition Board and a Further Education Recognition Board. The Boards will meet jointly as the Training and Further Education Recognition Council and be responsible for policy in relation to the accreditation of vocational education and training courses and further education courses, the registration of training organisations, the development of courses and their accreditation. The legislation abolished the Vocational Education and Training Accreditation Board and Industry Training Accreditation Boards.

Employer Satisfaction and Graduate Destination

Victoria again participated in the national employer satisfaction and graduate destination surveys. 88 per cent of Victorian employers indicated that they were very satisfied or satisfied with the vocational education and training system - a higher proportion than in any other State or Territory. Victoria also performed at or above the national average in delivering jobs and other outcomes to graduates. To add value to this information, Victoria commissioned a multivariate analysis of the results of the 1995 graduate destination survey, to evaluate the relative importance of factors relating to the student, the course and the provider in determining outcomes. A state level employer satisfaction survey was also conducted to allow comparisons between institutes and provide a basis for improvement initiatives.

Improvement of Module Load Completion Rate Measures

A number of projects were undertaken to make the key output measure for vocational education and training - module load completion rate (MLCR) - a more effective tool for measuring and improving service quality. A report, *Patterns in Module Completions*, presented a number of perspectives on 1995 completions data. A multivariate analysis of 1996 completions data was then commissioned to analyse the factors which had the greatest influence on completion rates. A project has commenced to undertake a qualitative analysis of the usefulness of MLCR as a performance measure and to examine the reasons why students fail to complete. This will allow providers to develop strategies to address these problems.

Staff Development

In excess of $2 million was invested in statewide staff development. In addition, the OTFE coordinated national staff development projects in New Apprenticeships and other key aspects of national training reform. Approximately 2,300 vocational education and training staff participated in funded activities.

A *Staff Development Policy and Priorities Framework for the State Training System 1997-1999*, which provides guidelines on strategic projects for seven key staff development priorities, was published.

Activities included the funding of 14 Investor In People audits; enterprise research activity and staff development at the training provider level; a Travelling Scholarships Scheme to assist vocational education and training staff to travel interstate and overseas to bring back leading practice ideas in vocational education and training operations and business; a funding support scheme for the Frontline Management Initiative (FMI); publication of a guide to strategic planning for vocational education and training staff and the *CBT in Action* program.

Flexibly delivered staff development was given priority.

Achieving Excellence in the Office of Training and Further Education

An organisational self-assessment against the Australian Quality Awards framework identified a number of opportunities for improvement and work is proceeding on two fronts.

Firstly, the foundations are being set for a culture of continuous improvement and best practice approaches. This includes training a group of improvement consultants to support change, establishing a series of process improvement teams throughout work units and launching a Quality Resource Kit for all staff.

Secondly, the OTFE's capability is being enhanced through seven major improvement projects which stem from opportunities identified through the organisational self-assessment.

Improved Accessibility

New Apprenticeships

A policy framework and related processes for the full implementation of New Apprenticeships from 1 January 1998 were put in place. Major initiatives included:

- amendments to the *Vocational Education and Training Act* to abolish declared vocations and provide greater flexibility in the apprenticeship system;
- implementation of a User Choice Policy framework including the open tender of funds for off the job training of first year apprentices and a policy for third party access to TAFE institute facilities;
- the piloting of four Contracted Entry Level Training Agencies (CELTAs);
- establishment of a policy for New Apprenticeships in Schools; and
- implementation of a communications and marketing strategy.

Leroy Eggmolesse, Victorian Outstanding Student (Koorie), National ATSI student

Vocational Education and Training in Schools

The OTFE managed the allocation of ANTA and State funds to enable the provision of delivery support, program and resource development and professional development for vocational education and training in schools programs. The management process used was aimed to ensure accountability and to foster the transition of funding processes for vocational education and training in schools programs (over a four year period) from external, specific funding to inclusion within school global budgets.

A total of 326 schools were involved in vocational education and training in schools programs with 10,041 enrolments (an increase of 240 per cent on 1996).

Pathways

The fourth edition of *Pathways - A guide to credit transfer between vocational education and training and higher education* was published and distributed to all secondary colleges, TAFE institutes and universities.

Cross-sectoral pathways were fostered through the development and dissemination of information, the conduct of seminars on relevant issues and input into the deliberations of the Ministerial Review of the Provision of Technical and Further Education in the Melbourne metropolitan area.

Multimedia Kickstart Program

The Multimedia Kickstart Program (formerly known as Webspinners, now Webskills) was piloted. 430 people between 16 - 19 years were recruited, including 315 in regional Victoria. The participants undertook a program comprising 160 hours of training based on five modules of the Certificate II in Arts (Interactive Multimedia) and a project to design a website with a local business or community group. The program was supported by the development of on-line training resources for two of the modules, as well as an on-line "How To Guide" for trainers. An evaluation of the program is under way and will influence the future recruitment and operational guidelines for future intakes.

Group Training Arrangements

Under joint Commonwealth/State funding arrangements, twenty-five group training companies (GTCs), comprising seventeen regionally based companies, seven industry based companies and one company concentrating on disadvantaged groups, employed almost 7,000 apprentices and trainees.

A new per capita funding formula placing greater emphasis on student completion rates was introduced. The new formula helped prepare Victorian GTCs for the implementation of the National Principles for Group Training adopted by the Australian National Training Authority Ministerial Council and recommending a national per capita funding approach.

Access for National Strategy Target Groups

Managing Diversity

The Ministerial Statement on Managing Diversity is being implemented through the State Training System. Clients of the State Training System are able to access and participate effectively in vocational and further education programs, irrespective of gender, age, location, disability or disadvantage.

Initiatives to support the implementation of Managing Diversity included:

- a *Benchmarking for Educational Effectiveness Program* to identify best practice principles and practice in the areas of marketing and research, selection and recruitment and course support;
- a research project to document strategies of public and private training providers for implementing Managing Diversity; and
- professional development for staff from TAFE institutes and the Council of Adult Education.

Targeted Initiatives

Targeted initiatives to improve access to training included:

For Women

- five Equity and Change projects which address the *Continuous Improvement Measures* area of the National Women's Vocational Education and Training Strategy;
- reporting of examples of best practice regarding career information for girls and women;
- funding of Affirmative Action in Training Inc to undertake the identification of issues relating to managing diversity in the operations of group training companies; and
- further development of the Women and Work Register.

For Indigenous Peoples

- $5 million through TAFE institute profiles and the open tender process for training that specifically targets Indigenous peoples;
- $1.14 million through the Indigenous Education Strategic Initiatives Program to support Koorie programs;
- funding of Koorie Liaison officers and teacher support positions;
- funding of the Victorian Aboriginal Education Association Inc. to provide training advice;
- Indigenous TAFE advisory committees in TAFE institutes; and
- involvement of local Koorie communities in developing culturally sensitive learning materials.

For People with a Disability

- $1.2 million through the Disability Support Fund to assist TAFE institutes to provide note taking, special tutoring, interpreting, equipment and other assistance;
- $47,000 to provide a pre-vocational training program comprising engineering, building and construction, motor mechanics and electrical modules to individuals with a physical/sensory disability;
- support for the maintenance of a Centre of Excellence for deaf and hearing impaired people; and
- $262,500 for the development of support materials to assist with the delivery of Certificates in Auslan.

For the Existing Workforce

- Government funded training places, allocated through the competitive tender process, gave priority to training for the existing workforce;
- $1.48 million for the development of innovative support materials;
- $740,000 for the delivery of innovative training to the existing workforce; and
- the allocation of $1.2 million through leverage arrangements with enterprises registered as training providers to deliver accredited courses to their employees in the workplace.

For People from Language Backgrounds Other Than English

- extensive provision of English as a second language programs;
- funding of innovative training programs, including the provision of aged care to clients of multicultural background; and
- implementation of strategies to increase participation in apprenticeships and traineeships in group training companies.

For Rural and Isolated People

- an increase of 80,000 AHC in training for primary industries;
- allocation, through the competitive tender process, of $10.68 million for the delivery of 2.34 million AHCs in rural locations by public and private training providers; and
- $98,000 to assist and increase the successful participation in vocational education and training programs by clients living in remote and rural areas.

For Unemployed People

- $2.3 million to assist long term unemployed and young people into pathways of employment, further education or training; and
- $2 million for training delivery by Group Training Companies to assist with youth employment.

Adult, Community and Further Education

The Adult Community and Further Education system in Victoria, including further education in TAFE institutes and over 500 registered adult community education providers, played a key role in increasing access to education and training. The number of Victorian adult and community education providers and their geographic scope is unique across Australia. This resource means that the STS can reach most adults across the State.

A broad range of programs, many of which had particular application to target groups, were provided. The major programs funded by government were literacy, English language, preparatory, vocational and the Victoria Certificate of Education for Adults. Community providers contributed over three million AHCs to the State Training Profile.

Specific initiatives in 1997 included:

- production of *Access for Adults* which gives an overview of the participation of Victorians in further education and in community providers, and assists planning and resource allocation;
- piloting of a program to develop models and curriculum for the delivery of English as a second language for elderly people from backgrounds other than English in adult and community education providers;
- 12 action-based learning pilot projects for increasing the participation of people from culturally and linguistically diverse backgrounds in adult and community education;
- the piloting of conversation classes in English for visually impaired people from diverse language and cultural backgrounds;
- the Young Unemployed People in Adult and Community Education Project which is part of the Government's *Pathways to Opportunity Policy* and aims to identify and develop pathways to employment, further education or training, and to develop links to employment services and referral mechanisms; and
- Employee Development Programs which focus on providing corporate employees, particularly "non-traditional learners" and people from disadvantaged groups, with positive learning experiences and a learning culture in the workplace.

Increased Efficiency

Focus on Performance

Key Performance Indicators focussing on outputs and outcomes in terms of student destination and client satisfaction are incorporated in performance agreements with TAFE institutes.

Performance reviews are undertaken with TAFE institutes and funded private providers. Monitoring focuses on qualitative outputs with the aim of achieving continuous improvement. Providers who do not deliver their contractual obligations are required to return funds to the OTFE.

A wide range of individual TAFE institute performance data covering issues such as funding or income sources, revenue and expenditure, staffing, capital utilisation and completion rates was collated and distributed among TAFE institutes to encourage self improvement.

Merging of John Batman and Kangan Institutes of TAFE

In January 1997, the Minister appointed a Ministerial Advisory Committee to consider opportunities for better coordinating TAFE services provided by the John Batman and Kangan Institutes of TAFE in the North West region of Melbourne, and measures to consolidate and enhance vocational education and training services provided by the two institutes to the automotive industry. As a result the John Batman and Kangan Institutes of TAFE were merged to form the Kangan Batman Institute of TAFE which commenced operation from 1 July 1997.

Merging of Ballarat and Wimmera Institutions

Following consideration of merger proposals from the Wimmera Institute of TAFE, the School of Mines and Industries Ballarat, and the University of Ballarat, the Minister approved a three way merger between the institutions to apply from 1 January 1998.

Ministerial Review of Provision of TAFE in the Melbourne Metropolitan Area

The Minister initiated a review of TAFE provision in the Melbourne metropolitan area with the aim of ensuring that Victorians will have access to a world class vocational education and training system which meets the needs of students, business and industry well into the next century. The review involved extensive consultations with the TAFE sector and other stakeholders.

Major structural changes announced by the Minister in December included:

- the establishment of a network of industry specific Centres for Industry Training across TAFE institutes in the metropolitan area;
- the merger of Casey, Peninsula, and Barton Institutes of TAFE to establish a major TAFE Institute in the rapidly growing south eastern corridor;
- the transfer of the Richmond automotive camps of Barton Institute of TAFE to the Kangan Batman Institute of TAFE to enhance automotive training;
- the merger of Eastern Institute of TAFE with Swinburne University of Technology to strengthen the planning and delivery of TAFE in the Outer East; and
- the merger of Western Melbourne Institute of TAFE with Victoria University of Technology to strengthen the planning and delivery of vocational education and training in the Western suburbs.

The review made a number of recommendations relating to a vision for TAFE, future capital models, new learning technologies, minimising corporate overheads and seamless education and training. These recommendations will be pursued in 1998.

Strategic Planning

The OTFE has developed and implemented strategic planning processes that ensure efficiency and effectiveness in planning.

Broad strategic directions are set in the STB's *Strategic Directions for Vocational Education and Training.* Strategic directions for further education are set in the ACFE Plan jointly prepared by the ACFE Board and STB.

Industry specific planning information, including further education needs particularly in language and literacy, is obtained from Industry Training Plans prepared by ITBs. Training purchasing decisions are informed by the OTFE's Labour Market Training Needs Model, occupation and industry forecasts from the Centre of Policy Studies at Monash University and advice from providers and other government agencies.

The OTFE has given a high priority to activities that support planners in the STS.

Industry Training Advice

Fifteen industry training boards and a range of other industry advisory bodies provided advice on the training needs of industry, including regional training requirements.

The Building and Construction Industry Training Board is to be replaced by a new arrangement which includes six enterprise training advisory bodies each with a focus on a particular sector of the building and construction and water industries. In addition, an Enterprise Training Forum will be established with representation from Enterprise Training Advisory Committees. This Forum will contribute to the development of an overall training strategy for the building and construction and water industries and provide advice on training priorities for the industry as a whole.

TAFE Facilities

The efficiency and effectiveness of the TAFE asset base relative to service delivery requirements were reviewed in the Ministerial Review of Technical and Further Education in the Melbourne metropolitan area. The major findings relating to TAFE facilities in the metropolitan area valued at over $1.1 billion were that the average age of buildings is 20 years with half the floor area being aged 21 years or over, there was a relatively low level of asset utilisation, and costs associated with building standards compliance and maintenance were high and increasing.

Recommendations of the Review relating to the development of a comprehensive policy statement concerning alternate capital ownership and management models for TAFE for the medium to long term and implementation of a process of rationalisation of surplus assets will be pursued in 1998.

TAFE Institute MIS Project

A new Management Information System (MIS) is being implemented in all TAFE institutes. The scope of the MIS includes five corporate business functions - curriculum services, human resources, physical resources, student management and finance. Student management is being given priority and work has begun on the design and development of a Student Administrative System. The System, which will be available for on-line services beginning early in 1999, will increase the capacity to provide timely, consistent and comparable data and allow remote enrolment and access for students.

Provision of Training Information

The OTFE has implemented a comprehensive world wide web site at *OTFE website* http://www.otfe.vic.gov.au. The site provides easy to access information on training and further education in the State of Victoria.

Direct Entry Level Training Administration (DELTA)

The Direct Entry Level Training Administration (DELTA) computer system has been purchased by Victoria to replace existing databases. DELTA will provide for more flexible, comprehensive and cost effective record keeping. DELTA will be fully implemented through a devolved process during the first quarter of 1998.

Adult, Community and Further Education

The guide to good governance by regional Councils of ACFE developed by the ACFE Board covers all facets of the roles and functions of Regional Councils as set out in the *Adult, Community and Further Education Act 1991.*

A new grants management system was developed to support the allocation of funds by Regional Councils to community providers. It will lead to significant benefits and increased efficiencies and accountability arrangements for adult and community education providers and Regional Councils.

PLANS FOR THE FUTURE

A review of Strategic Directions for Training and Further Education commenced in 1997. The process included the development of future scenarios.

While the process will continue in 1998 the following areas of strategic focus have emerged:

- *Building New Relationships* - To provide client oriented, differentiated services; to plan and implement industry-specific training strategies; to improve industry and community understanding of the benefits of training and further education; and to develop the role of industry and enterprises in training.
- *Learning Through Life* - To meet life-long learning needs, including the increasing demand for just-in-time training, learning to learn, the ability to understand and participate in the process of change, and people skills. To recognise in this context each individual learner as a primary client, both on and off-the-job.
- *Learning Through New Technologies* - To improve learning outcomes; to enable universal access to training; and to ensure that the Victorian and Australian communities retain a major influence over the education and training process of the workforce.
- *Flexible Resourcing* - To ensure that the level and mix of human and financial resources available to training and further education are sufficiently flexible and adaptable to achieve the desired outcomes.

In the first half of 1998, the State Training Board will publish its *Vision for Training and Further Education* which will include strategies for achieving change.

INTRODUCTION

Overview of the Queensland System

The Vocational Education, Training and Employment Commission (VETEC) is the principal source of advice to the Queensland Minister for Training and Industrial Relations on vocational education and training issues and strategies.

VETEC was responsible for many successful achievements in 1997. These included:

- sponsoring the Year of Training initiative which aimed to raise the profile of vocational education and training in Queensland;
- facilitating the implementation of national training priorities including the National Training Framework, New Apprenticeships and User Choice;
- reviewing public infrastructure funding for vocational education and training in Queensland (the Schofield Report);
- introducing the *Quality Framework for Vocational Education and Training Policy, Queensland* to ensure that the Queensland vocational education and training sector provides consistently high quality training and instills a culture of continuous improvement;
- endorsing nationally applicable determinations for the approving authority concept introduced by the *Workplace Relations Act 1996*;
- reviewing the Employer Assistance Program which provides assistance to employers who employ workbased trainees;
- developing the new Vocational Education and Training Disability Policy;
- implementing Contracted Entry Level Training Agencies (CELTAs) as *"one-stop shops"* for vocational education and training; and
- reviewing the development of the Annual Vocational Education and Training Plan to ensure it is a more effective strategic planning tool.

The standing committees of VETEC also had many successes in 1997 as evidenced by the following:

State Training Council

The State Training Council:

- facilitated the introduction of New Apprenticeships within Queensland, including the implementation of part-time and schools-based apprenticeships;
- developed criteria for the approval of group training schemes; and
- fostered employer choice of flexible training products.

Accreditation Council

The Accreditation Council:

- conducted a review of traineeships in order to find opportunities for improving training services and products. Outcomes included increasing the relevance, marketability and cost effectiveness of current traineeships; and
- facilitated the introduction of the National Training Framework, which incorporates national Training Packages and the Australian Recognition Framework.

A [illegible] for HELP Enterprises, a community based Eagle Farm engineering training centre

State Planning and Development Council

The State Planning and Development Council:

- established the Small Business Training Advisory Committee to advise the Government on strategies to improve the participation of small business in vocational education and training;
- implemented regional vocational education and training Roundtables to be a source of advice at the regional level;
- reviewed Competitive Funding strategies; and
- reviewed capital infrastructure to align investment decisions for facilities and technological infrastructure with required vocational education and training services.

Nagi Binanga

Nagi Binanga is the Aboriginal and Torres Strait Islander standing committee of VETEC. Nagi Binanga:

- developed literacy resources for Indigenous persons;
- conducted community awareness forums; and
- developed an Indigenous Training Plan to enable more accurate and targeted analysis of Indigenous peoples training needs.

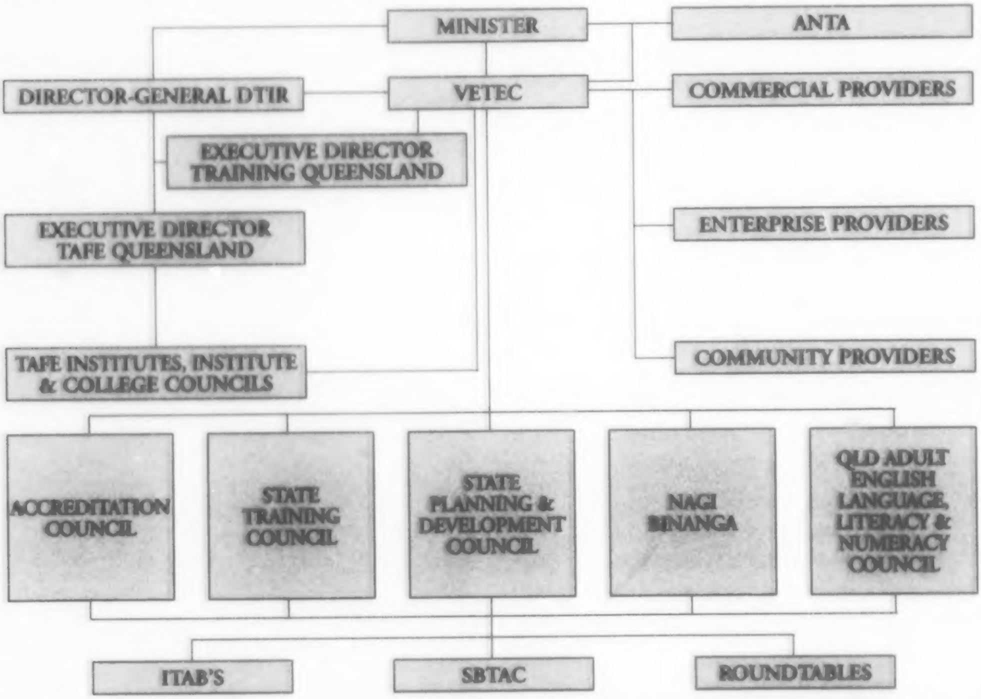
Queensland Adult English Language, Literacy and Numeracy Council (QAELLN)

The QAELLN Council aims to enhance workplace and community participation in vocational education and training by all Queensland adults by providing access to quality language, literacy and numeracy programs and services. QAELLN:

- conducted community awareness forums; and
- provided new learning opportunities for Queenslanders living in rural and remote areas.

The following diagram illustrates the organisational arrangements of VETEC in 1997.

Organisational Arrangements of VETEC in 1997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ENTERPRISE PROVIDERS
TAFE INSTITUTES, INSTITUTE & COLLEGE COUNCILS
COMMUNITY PROVIDERS
ACCREDITATION COUNCIL
STATE TRAINING COUNCIL
STATE PLANNING & DEVELOPMENT COUNCIL
NAGI BINANGA
QLD ADULT ENGLISH LANGUAGE, LITERACY & NUMERACY COUNCIL
ITAB'S
SBTAC
ROUNDTABLES

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ACHIEVEMENTS IN 1997

Year Of Training

Early in the year, the Queensland Minister for Training and Industrial Relations, Santo Santoro, declared that 1997 would be Queensland's Year of Training. The year proved an excellent platform for raising the profile of vocational education and training, and promoting objectives such as:

- Developing a training culture in Queensland;
- Lifting the skills base of Queenslanders;
- Improving the competitiveness of Queensland industries; and
- Creating greater future prosperity and opportunities for all Queenslanders.

These objectives were progressed through activities including:

- New initiatives;
- Consultation and research;
- Information strategies; and
- Promotion of a training culture.

One of the major events of 1997 was the National Year of Training Conference, held in Brisbane in October, which presented a program of top quality national and international speakers addressing vocational education and training issues and providing up-to-date information about vocational education and training development and delivery. The Year of Training Conference was supported by a Small Business Forum, a series of Rural Training Conferences, a Youth Sector Training Forum and an Access and Equity Forum. Numerous regional forums were held throughout Queensland.

Many of the achievements discussed in the following sections were developed and implemented under the Year of Training banner.

Greater Responsiveness

Increasing Flexibility in the Training Market

During 1997, the Queensland Government purchased training through competitive mechanisms, which resulted in 208 contracts being awarded to TAFE and non-TAFE training providers for delivery of 4.7 million annual hours of curriculum. The value of these contracts totalled $25.6 million.

Training purchased during 1997 was identified by industry, community organisations and industry training advisory bodies to meet training gaps within the vocational education and training market. Training was funded through competitive processes and targeted existing and prospective employees and equity target groups including women, people in rural and remote locations, Indigenous Australians, people from ethnic communities, people with a disability, people in correctional centres and for the first time, Australian South Sea Islanders. The dynamics associated with these target groups required training providers to deliver training that was flexible and innovative with the aim of improving the accessibility of training to Queenslanders and ensuring the training met the needs of individuals and industry.

Training providers, who were awarded contracts through competitive purchasing mechanisms, delivered training through a variety of flexible means such as distance education, self-paced modules and technology based learning, enabling greater access to people throughout Queensland. Similarly, the adoption of training strategies such as work based training delivery and on-site assessment has also meant greater flexibility for Queensland industry.

Expansion of User Choice in Queensland

During 1996, a limited trial of User Choice was conducted in apprenticeships. Traineeships have operated under User Choice arrangements since their inception in Queensland.

In 1997, the User Choice Apprenticeship Training Pilot was expanded to include all locations throughout Queensland in the trade areas of: Hairdressing, Cooking, Greenkeeping and all Engineering trades. Apprenticeship training was purchased using competitive processes, whereby existing registered providers of apprenticeship training were invited to submit an offer. As a result of this process sixteen TAFE institutes and eleven non-TAFE providers were selected to deliver apprenticeship training throughout 1997. Other User Choice concepts such as employers and apprentices choosing the location of delivery, the timing and sequencing of training, and customising curriculum content, were also trialed in 1997.

The progressive implementation in 1997 has paved the way for the full implementation of User Choice in Queensland from 1 January 1998. This will give Queensland industry significantly greater market power to negotiate with a range of public and private registered training providers, thereby enhancing the development of a demand driven responsive vocational education and training system.

Review of Competitive Funding Strategies

In July 1997, a consultancy was awarded to KPMG to review the competitive funding strategies of Training Queensland. The work of the consultant was guided by a Steering Committee (chaired by Professor Ken Wiltshire from Queensland University) comprising representatives from TAFE, private providers, industry, ANTA, Treasury and Training Queensland.

The *Review of the Competitive Funding Strategies* was completed on 20 November 1997 and makes a number of recommendations regarding policy, planning and procedures for the competitive funding program. An Action Plan has been drafted to implement the major recommendations of the Review, and a reference group will be established to progress these actions.

Skill Centres

Investment in the development of skill centres focused on supporting private sector training provision in industry areas, regional locations and through the use of flexible delivery technology, where current training levels were perceived to require additional resources. Ventures which received skill centre grants in 1997 include skill centres for: panel-beating in Townsville; the meat industry in Warwick; retail and hospitality in Mackay and the Pine Rivers region north of Brisbane; and a travel and tourism electronic learning centre based at Brisbane Airport.

Construction Training Centre

The Construction Industry Training Centre, funded from Capital Development funds, provides a one-stop training shop for the industry by bringing South-east Queensland's major construction training providers under one roof.

Small Business Strategy

The Small Business Training Advisory Committee (SBTAC) was established by the Minister for Training and Industrial Relations in 1997 as a Year of Training initiative. The Committee provides advice to the Minister on suitable strategies to promote training in the small business sector.

A major project of the committee was the preparation of the strategy for the development of vocational education and training in small business. This strategy, which has been endorsed by the Minister, provides the framework and direction for small business vocational education and training. The strategy focuses on the changing dynamics of small business and enables a flexible response by ensuring continual review and refinement. Also, the strategy recognises the difficulties of small business in implementing structured training models by tailoring training to local and enterprise needs.

Industry Training Advisory Bodies

Some $3.6 million was allocated through the Industry Liaison Program to support the operations of the Queensland ITAB network. In addition to the operational support funding provided to 21 ITABs, two of the Queensland ITABs were awarded project funding to enhance the capacity of the ITABs to advise on the needs of regional areas of Queensland, and to develop a database of enterprises within industry.

Roundtables

Eight Roundtables were established to advise the State Training Agency and the Minister concerning vocational education and training needs on a regional basis. Each comprises some 15 to 20 members, including representatives from business and industry, the community, training providers, and employee organisations. Each Roundtable met twice during 1997. Using a variety of consultative and research methodologies, Roundtables have commenced preparation of submissions for the 1999 Queensland Annual Vocational Education and Training Plan.

Rural Industry Training Taskforce

This body comprised members from the broad rural sector with representatives from producer groups and rural public training providers. Their brief was to report to the Minister on issues affecting vocational education and training in the rural sector. The Taskforce conducted major consultations across rural Queensland during 1997, and in early 1998, will submit a report providing options for the strategic direction of vocational education and training in rural areas.

The Taskforce demonstrated interactive, remote learning technology for the rural training sector as part of the Year of Training conference. Several sites across Queensland participated in the event through video-conference links to the Brisbane Convention and Exhibition Centre.

Enhanced Quality

Vocational Education and Training Quality Management Policy

The Australian Recognition Framework was introduced in Queensland through the development and launch of a *'Quality Framework for Vocational Education and Training Policy'.* This initiative aimed to ensure that the Queensland vocational education and training sector provides consistently high quality training; meets national quality principles and outcomes; and instills a culture of continuous improvement, within the context of a national vocational education and training system. Induction and training in Self-Assessment and National Vocational Education and Training Quality Principles were provided to around 250 stakeholders throughout the State. The majority of participants stated that they found the workshops highly beneficial.

Quality Providers and Courses

By 31 December 1997, the Recognition and Review Branch was servicing 1,230 registered training providers in the State. This was an increase of 370 registered providers (or 43 per cent) over one year. Some 53 per cent (652) of all the registered providers were commercial training organisations, 25 per cent (301) were schools and close to 10 per cent (115) were either enterprise based or industry organisations.

The Recognition and Review Branch accredited 649 Courses and recognised 222 Short Courses and 229 Training Programs during 1997. The number of Training Programs recognised during 1997 was 250 per cent more than the number recognised one year earlier in 1996. The number of Courses accredited in 1997 increased by 130 (or 25 per cent) over the increase observed in 1996.

Total registrations in vocational areas increased by 3,942, from 6,737 to 10,679 over the twelve months to 31 December 1997. This amounted to an increase of close to 60 per cent in one year. These registrations in vocational areas have significantly increased customer choice in nationally recognised training opportunities.

The Accreditation Council conducted a total of 162 quality reviews (audits) on registered providers (now registered training organisations) during 1997. This number was made up of 143 quality reviews resulting from a cohort selected by the Council, 13 as a result of complaints and six as a result of internal departmental requirements associated with competitive funding matters. Additionally, the Board of Senior Secondary School Studies conducted quality reviews of 86 secondary schools registered to deliver recognised vocational training during 1997. These reviews were conducted on behalf of VETEC and were supported by industry representatives nominated by the relevant ITABs.

Since its inception in February 1997, the Centre for Training Materials issued close to 400 site licences for the provision of courses. The Centre provided advice and services to, on average, 120 customers per week. A shopfront and an internet electronic commerce facility set up by the Centre significantly increased customers' access to publicly-funded curriculum.

Flowing from the significant changes introduced by the National Training Framework, national Training Packages (NTPs) emerged as an important new work activity for the Branch in 1997. Activities included researching employer (particularly small business) knowledge and acceptance of NTPs, consulting with stakeholders, assessing Training Packages and facilitating their endorsement. Training packages form the foundation of vocational training across a wide range of industries and are the major vehicle for the introduction of New Apprenticeships.

Three important traineeships (Small Business, Office Administration and Information Technology) were reviewed in response to the increased focus on outcomes and on return on investments in training. More than 3,000 existing and graduate trainees were surveyed. Consultations with stakeholders such as the employers, the training providers, Commonwealth Employment Service Officers, and others were undertaken. Issues researched included: the quality of training and support received and the competencies gained by the trainees, the value of training to the trainees, the demand by employers for the skills acquired, and the impact of training on the labour force status of the trainees. The findings were very positive and also provided opportunities for continuous improvements to training delivery.

Workplace Assessment Project

While the Workplace Assessment Project was completed during the latter half of 1997, work-based training remains a State priority, including encouraging employer awareness and commitment to workplace assessment and training. The combination of more work-based training and a need for reassurance by enterprises on the credibility of assessment procedures in other enterprises mean there is a need for strategies to promote and encourage workplace assessment. However, as highlighted by the pilot, the issues of time available to employers and relevance to specific enterprises/ industries must be of foremost consideration.

Training Services planned two professional development initiatives to improve the delivery of work-based training:

- Workplace Assessor and Workplace Trainer programs aim to provide interested existing workers with basic skills in Workplace Assessment and Training. These skills will allow employers/ industry trainers to assess the competencies of trainees/ apprentices under work-based training arrangements. During 1997 a tender was called for the delivery of this training targeting industry trainers and employers.
- Technical Professional Development initiatives will addresses key assessment issues contained within the endorsed components of Training Packages. The initiative will provide funding to industry training advisory bodies to provide industry specific information on each Training Package. The training is being targeted to training providers and industry trainers and assessors and will be delivered during 1998.

TAFE Queensland Quality Improvement Project Groups

Nine quality improvement Project Groups involving some 140 TAFE Queensland staff from across the Institute Network were established to consider issues raised in the 1996 Employee Benchmark survey as well as issues likely to have a strong impact on the future viability of TAFE Queensland. Of the 75 recommendations made to the TAFE Queensland Quality Board, many have either been completed, are being implemented, or have been taken over by the relevant decision making bodies.

Improved Accessibility

Traineeships and Apprenticeships

Queensland has embraced the implementation of the new National Training Framework, including the introduction of New Apprenticeships. A number of initiatives to support the introduction of New Apprenticeships in Queensland commenced or continued in 1997 including:

- development of legislative and operational frameworks to support the introduction of New Apprenticeships;
- contributions to the development and implementation of a number of national Training Packages;
- introduction of Contracted Entry Level Training Agencies (CELTA's) as a demonstration project. These centres assisted employers and employees by providing a one-stop-shop for entry-level training;
- development and continuing introduction of flexible industrial relations arrangements;
- expansion of New Apprenticeship opportunities in schools throughout Queensland;
- involvement in processes to integrate access and equity issues into the implementation phase of New Apprenticeships;
- implementation of User Choice to provide Queensland employers with a choice of training organisations able to provide any off-the-job training component for any New Apprentices they may employ; and
- Senior Training Support Consultants (STSCs) in each region to negotiate personal issues with employers, registered training organisations and apprentices/trainees. These officers are coordinated by the Principal Advisor.

In 1997 in Queensland, there were 7,231 new approvals for apprentices and 23,403 new approvals for trainees. Group training schemes accounted for 1,486 new apprentices and 2,195 new trainees.

Group Training Schemes

Group training schemes employ 4,203 apprentices and 1,892 trainees. State funding to twenty-two (22) group training schemes exceeded $2 million, including over $400,000 allocated for special initiatives to assist potential apprentices and trainees, including disadvantaged groups, those in remote communities and unemployed people.

Adult and Community Education (ACE)

The 1997 Queensland State Training Profile allocated approximately $600,000 to adult and community education (ACE) to provide for the development of vocational education and training by community based training providers. These funds were available either for the delivery of training, or for activity to increase the number of community based training providers able to offer accredited training in the future. An additional $1 million has been devoted to the adult and community education sector in 1997-98 for delivery in rural and remote Queensland.

The Client Purchase Arrangement

The Client Purchase Arrangement increases employer participation in training by providing funds to assist employers with the cost of training. These funds ($2 million in 1997) encourage employers to purchase training that meets their workplace needs from the training provider of their choice. Enterprises may reap the benefits of training in their organisation, and may opt to continue training over a longer period than would otherwise have been the case.

Technologies

In 1997 a significant percentage of the total capital infrastructure budget, was allocated to supporting telecommunications/technology. This shift will be continued in future years. The establishment of an open communication network incorporating the Internet and the electronic services that provide on-line access to vocational education and training and services is seen as a priority. Increased on-line administrative and learning options will be of particular importance to rural and remote communities through the use of new learning technologies. These communities are limited in their choice, and access to, services.

Skill Centres for School Students

Under the pilot arrangements for skill centres for school students, Queensland was able to fund two initiatives: the Caboolture Area School Industry Links Scheme (CASILS) and GTA Human Resources Hospitality/Tourism and Construction/Engineering Skill Centre. CASILS is implementing an Intranet system across five public and private schools to increase the range of options for students and increase the attractiveness of vocational education and training. GTA Human Resources has integrated an industry and schools approach as a means of providing students with a practical and wholistic training experience.

Review of the Social Justice Policy

The review of the *Queensland Social Justice Policy (1993)* has resulted in the development of the *Access and Equity Policy for the Queensland Vocational Education and Training System*, following distribution of the draft document to over 1,000 training providers, industry, government agencies, and community organisations. The new *Access and Equity Policy for the Queensland Vocational Education and Training System* was launched by the Queensland Minister for Training and Industrial Relations early in 1998.

Women

An action plan to implement the National Women's Vocational Education and Training Strategy in Queensland was released in 1997. The Strategy aims to set a national direction for governments, industry and providers of vocational education and training and to ensure a focus on women as a major client group for the period of the Strategy, 1996 - 1999 and beyond.

The Queensland response to the Strategy subsequently informed the development of the 1998 Annual Vocational Education and Training Plan and involves industry commitments to the development of initiatives targeting women. As part of the Strategy, Queensland was awarded two projects for implementation in 1997 under the Equity and Change Project. These were:

- Non-English Speaking Background (NESB) Women in Community Services and Health; and
- The Small Business Skills for Rural and Regionally Isolated Women.

Indigenous Peoples

To ensure the achievement of participation goals set for Aboriginal and Torres Strait Islander peoples, Nagi Binanga developed an Indigenous Training Plan during 1997. This informed the development of the 1998 Annual Vocational Education and Training Plan and will be used to review and update the Nagi Binanga Strategic Plan. Other activities directed at achieving goals for Indigenous peoples in 1997 include:

- English Language and Literacy curriculum development and research directed to the needs of remote communities;
- An additional 100,000 annual hours of curriculum (AHCs) from the Competitive Funding Program was allocated for vocational education and training delivery in Indigenous communities;
- New traineeships are being developed for piloting in a number of rural and remote Indigenous communities which will include the development of literacy resources and a communications network;
- ANTA allocated $3 million to Queensland from the vocational education and training Infrastructure Program, to be available over three years, to be used for the provision of infrastructure for training of Aboriginal and Torres Strait Islander people.

People with a Disability

The Vocational Education, Training and Employment Commission approved the allocation of funds to develop a Disability Strategy for the vocational education and training system, so as to improve access, participation and outcomes for people with a disability. The Strategy, which was developed by a consultant during 1997 provides principles, objectives, and suggested means of achieving those objectives.

It is envisaged that the vocational education and training Disability Reference Committee, which was formed in June 1997 to develop the *Vocational Education and Training Disability Policy*, will have a continuing role monitoring the implementation phase.

Queensland has appointed Training Support Officers who identify, through the special needs category on the training contract, apprentices who initially declare a disability or other need. In 1997, 355 apprentices and 1,329 trainees identified as having a disability or other need.

In 1997, 100,000 annual hours of curriculum of vocational education and training across various industry areas were delivered to students with high support needs. Students with disabilities without the prerequisite skills for entering structured training were able to access funding of $1.6 million through the adult community education sector and $3.5 million from the *Additional vocational education and training - Disadvantaged Labour Market* program which is part of the Commonwealth Access Program.

The Access and Equity Network of TAFE Queensland provided policy and strategic direction to TAFE Queensland for the provision of vocational education and training programs for students from key target groups, including people with disabilities. TAFE Queensland provided support for students with a disability through Disability Support Officers and through the allocation of $400,000 to institutes for equipment and support services.

Language and Literacy

The Queensland Adult English Language Literacy and Numeracy (QAELLN) Council supported the increased provision of quality English Language Literacy and Numeracy training to a wide range of Queenslanders. A study was commissioned by the QAELLN Council to investigate the use of technology in delivering language and literacy training to people in isolated communities. Recommendations from the report *Virtual Flexibility: Adult Literacy and New Technologies in Remote Communities* are now being implemented.

The QAELLN Council responded to specific regional needs by allocating $0.8 million to TAFE institutes and private training providers for English language literacy and numeracy training which met the regional priorities identified throughout Queensland. This program took provision to new sites such as Quilpie, Cunnamulla, Monto, Tiaro, Beerwah, Babinda, Cardwell and Beaudesert. TAFE institutes continued to provide English language, literacy and numeracy programs throughout Queensland, on site, and in community settings through $4.3 million in TAFE institute profiles.

Support was provided for trainees and apprentices by allocating $0.91 million for those requiring additional language, literacy or numeracy skills in order to succeed in their vocational training. This provision was made available through a "Register of Pre-Qualified Suppliers" which consisted of training providers who met the required criteria to deliver integrated language, literacy and numeracy training. The register was implemented as a mechanism that would enable a quick and effective response to the language literacy and numeracy needs of trainees and apprentices.

An ITAB Liaison Project was conducted to enhance industry awareness of the need to address language, literacy and numeracy skills in their training programs. Twenty workshops were conducted throughout Queensland with participation from over 350 industry trainers from a wide range of industries.

Language, literacy and numeracy training was provided at six sites for people with a disability in the workforce who required enhanced language, literacy and numeracy skills in order to be more effective in the workplace. An evaluation of this pilot program showed that it achieved valuable outcomes for this client group and it will be extended in 1998.

In 1997, 100,000 annual hours curriculum of language, literacy and numeracy programs were delivered to people in prisons. A forum was held linking Corrective Services personnel and language and literacy personnel to identify ways of improving outcomes from training programs. This provision is an important component of the rehabilitation of prisoners, enhancing their skills and providing access to further training.

The original *QAELLN Policy (1994)* was independently evaluated in 1997. The evaluation highlighted the role of the *QAELLN Policy* in providing a crucial framework for the identification of the need for English language, literacy and numeracy services and in the facilitation of a coordinated response on a statewide level. The evaluation made a series of recommendations, which were incorporated into the revised *QAELLN Policy*, which was launched by the Minister early in 1998.

The Community Literacy Program

The Community Literacy Program provides funding to community based organisations for the delivery of training programs that target people who are able to speak English but need to develop their literacy/numeracy skills. Clients typically include people who are economically or socially disadvantaged, people with a physical or intellectual disability, or people who need preparatory literacy/numeracy skill development to re-enter education or the workplace. The program was funded jointly by Queensland and ANTA.

Vocational Education and Training in Schools

Queensland continued to lead the way nationally with a range of vocational education and training initiatives in schools. Several school-based apprenticeship and traineeship pilots commenced across the State under the banner of New Apprenticeships. These pilots enabled school students to continue to study towards the Queensland Senior Certificate while undertaking paid employment in the workplace.

Other vocational education and training initiatives in schools included students undertaking general education subjects with embedded vocational education and training components (and which contribute to the calculation of tertiary entrance ranks), and various school - vocational education and training provider cooperative arrangements. During the year, implementation commenced on recommendations contained in a major report on post-compulsory schooling in Queensland - *Coordinating Diversity*. This report endorsed vocational education and training as a critical component of the post-compulsory school curriculum and proposed various measures to improve the quality of and participation in vocational education and training in Queensland schools.

The Establishment of an Approving Authority

The introduction of the *Workplace Relations Acts 1996* (Commonwealth) and *1997* (State) introduced the concept of an approving authority. In Queensland, the State Training Authority was named as the Approving Authority for both Queensland and Commonwealth jurisdictions. In April 1997, delegation was given to the Department of Training and Industrial Relations to develop an approval process to determine the amount of productive and non-productive time associated with New Apprenticeships. Determinations of the Approving Authority were developed. Subsequent negotiations regarding these determinations were conducted at both a state and federal level with major peak employer and employee organisations and government departments. The Approving Authority determinations provide formulae for identifying:

(a) the "productive time" of an apprentice undertaking an apprenticeship in a flexible manner, relative to the benchmark arrangement; and

(b) the appropriate percentage of the benchmark rate (as productive time varies for a trainee).

These determinations were approved by VETEC at its meeting on 4 February 1998 for implementation throughout Australia.

Increased Efficiency

Review of Capital Infrastructure

The report of the review of capital infrastructure was received in 1997. The report highlights that infrastructure planning, investment and management should support asset-using activities of providers and establish a network of incentives and disincentives, which condition the behaviour of these providers. The recommendations are designed to increase efficiency of the new Purchaser, Provider, Owner, Funder structure.

The development of a New Learning Technologies Strategy, to support the redirection of a portion of capital investment funds into telecommunications and technology-based delivery, was identified as a priority. The Queensland Government also undertook a Strategic Review of Telecommunications and Information Queensland Policy (1997) and has subsequently released a major policy initiative, entitled *Information Queensland*. The review and policy have determined certain priorities and funding allocations for the delivery of government services and information, particularly to remote and rural communities in Queensland. The "roll out" of supporting and other connecting technologies across Queensland supports the timelines of the decision to invest in infrastructure for electronic delivery of vocational education and training, through cooperative tendering arrangements for the purchase of capital equipment and in the cross-utilisation of facilities.

Performance Resource Agreements

The Planning and Resource Management Directorate of the Department develops Performance Resource Agreements with the training providers who receive public funding (TAFE Queensland, Queensland's Agricultural Colleges and Purchasing Branch). The Performance Resource Agreements set out the amount of funding each of the training providers receives and the amount of training that is expected to be delivered in return, in line with the Annual Vocational Education and Training Plan.

During 1997 a number of developments took place at the national and State level to move towards greater responsiveness and increased efficiency of training delivery by placing greater emphasis on outputs and outcomes. At the national level, the adoption of an interim set of nationally agreed key performance measures and improvements in data quality and comparability through the adoption of the AVETMIS Standard made it possible to introduce benchmarking of vocational education and training performance using 1995 data as the base. This move resulted in increased emphasis from input and activity measures towards output and outcome measures. At the State level this was reinforced by the recommendations of the Queensland Commission of Audit to implement output based resource allocation.

To incorporate these developments, Queensland revised the Performance Resource Agreements to become an evaluation tool by giving a greater emphasis to measuring performance as part of the resource allocation process. For this purpose the Performance Resource Agreements include the set of nationally agreed interim key performance measures and additional performance measures against which baseline data will be collected and future performance assessed.

This development will be expanded in future years by developing, in consultation with training providers, a range of performance measures that adequately reflect training effort and can serve as criteria for the allocation of resources for future years.

It is expected that evaluation of training delivery and output based resource allocation will also be introduced to training provision and delivery that takes place through competitive tendering, User Choice and under the New Apprenticeships initiatives. It is envisaged that each recipient of public funding or provider of training will be required to enter into a Performance Resource Agreement and provide data on performance as part of the funding procedures, or the registration process.

State Training Agency Clearinghouse (STAC)

In 1997, STAC was further enhanced to give stakeholders timely and accurate data for planning, profile and performance management activities using an EIS (Executive Information System) tool. The AVETMISS data collection was further expanded to include an initial collection from a selected group of schools. The private provider collection was expanded to include all training activity funded by Queensland's competitive purchasing initiatives.

The Competitive Funding Program

The Competitive Funding Program enables training providers to access funds, by means of public tender, to deliver vocational training in areas of need that have been identified by Queensland industry.

The Competitive Funding Program has introduced a competitive element to many facets of the training market and has resulted in a diverse training market which responds to industry needs and encourages private and public training providers to compete for government funds.

Increased competition for training funds has achieved a significant reduction in the cost of training from $7.14 average cost per student contact hour to $6.16 average cost per student contact hour for the 1996-97 financial year. The Competitive Funding Program has enhanced cost effectiveness and increased efficiency.

TAFE Queensland Red Tape Task Group

The formation of the Red Tape Task Group has significantly reduced the number of TAFE Queensland Administrative Instructions, policies, procedures and guidelines, and Policy Advice Circulars. Almost 100 prescriptive documents were replaced by 14 non-prescriptive, "best-practice" guidelines by the end of 1997.

Separation of Purchaser/Provider Functions

In line with State Government Policy, and addressing issues raised within the Wiltshire Report (1996) and the State Commission of Audit (1996), the Department was restructured during 1997 according to a model where the functions of the purchaser and the provider are clearly separated. The new structure became operational from early 1998.

PLANS FOR THE FUTURE

The vocational education and training system in Queensland is continuing to develop a capacity to meet the broad needs and priorities of industry and individual customers. This is necessary in order to maximise the skills of the workforce to enhance the competitiveness of Queensland businesses. Fundamental to this is the provision of enhanced vocational education and training opportunities in a cost-efficient and equitable manner.

Over the period 1997 to 1999 Queensland will pursue a range of strategies to ensure that the following objectives are achieved:

- the reform of the apprenticeship and traineeship system through the implementation of New Apprenticeships;
- improvement of advisory structures and processes to ensure that the vocational education and training system is meeting the needs of regional and business sectors;
- matching of cost-efficient training delivery to industry and community needs, with respect to content and flexibility;
- implementation of vocational education and training in schools in cooperation with school and industry sectors;
- contribution to the direction of the national vocational education and training effort;
- delivery of streamlined processes for the recognition of skills and training;
- provision of effective service delivery to regional communities throughout the State; and
- provision of community training programs which improve the vocational skills of people disadvantaged in the labour market.

Key issues for the Queensland vocational education and training system in implementing these strategies and achieving its objectives include:

- considering the employment relevance of the vocational education and training system, particularly with small business and with respect to industrial relations changes;
- improving the accessibility of the vocational education and training system and linkages to industry and schools;
- working with industry and enterprises to develop a training culture;
- investment in training being the product of strategic and collaborative funding by the public and private sectors;
- implementing the National Competition Policy as a mechanism to achieve efficiency in vocational education and training;
- capital investment and planning processes which will support the development of a competitive training market;
- significant increase in investment in telecommunications and technology-based learning;
- vocational education and training activity targeted to meet identified skill requirements of major economic development projects in Queensland;
- strategies to address identified qualifications gaps between Queensland industries and the equivalent industry at the national level, thus improving the competitiveness of Queensland industry;
- expansion of the AVETMISS collection to include all recognised vocational education and training within schools;

- enhancement of all vocational education and training data collection systems to meet the requirements of the next release of AVETMISS, national performance measures, State resource allocation and performance monitoring and competitive purchasing arrangements;
- a joint data audit project with TAFE institutes and agricultural colleges to enhance the quality of management data and profile management;
- initiatives to improve the accuracy and consistency of coding in key AVETMISS fields;
- implementation of a quality assured approach to the registration of organisations seeking to deliver training, assess competencies and issue qualifications. Further work will be done to consolidate Mutual Recognition arrangements between States, enable User Choice and New Apprenticeships to operate effectively in the training market and to strengthen the currency of competencies as the basis for recognition within vocational education and training. These initiatives will provide assurance of the quality of training services purchased by the Queensland Training Authority. The ARF will also facilitate the continuous improvement and responsiveness of registered training organisations; and
- greater efficiencies achieved by the Centre for Training Materials with the development of a fully functioning e-commerce during 1998. Many of the manual processes will be automated to achieve even greater efficiencies in service delivery.

SOUTH AUSTRALIA

INTRODUCTION

The latter part of 1997 heralded significant changes for the vocational education and training sector in South Australia. Bold and innovative changes were made to the administrative structure of the South Australian Government. On 23 October, ten new administrative units were established to replace the former arrangement of government departments. The changes are intended to create opportunities for better whole of government integration and more effective and unified service delivery.

With respect to the education portfolio, the functions of the Department for Education and Children's Services, the Department for Employment, Training and Further Education have been incorporated into a new Department of Education, Training and Employment (DETE). The new Department, which covers education and development from birth, through all levels of childcare, preschooling, schooling, training, further education and employment, will capitalise on the opportunities this presents to deliver better educational, training and employment outcomes for South Australians. The ideal of lifelong learning is the vision behind the new Department of Education, Training and Employment. Lifelong learning is central to a flexible, educated, informed, articulate and resourceful community.

Following the establishment of the Department, a period of rapid organisational development occurred. Two phases of a three phase amalgamation were completed before the end of the year and five broad organisational groups spanning all sectors of the Department's operation were created. They are Strategic Development, Programs and Curriculum (including vocational education and training), Operations, Resources, and Employment and Youth Affairs.

The Department's structure also reflects a clearer separation between purchaser and provider functions of TAFE and significant progress has been made on a range of organisational improvement strategies. The new Department's function is encapsulated in its statement of purpose:

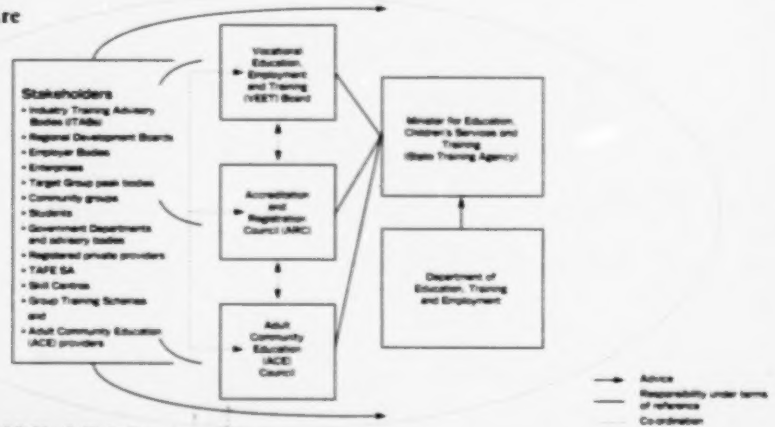
"The Portfolio delivers high quality child care, children's services, preschool education, schooling, vocational education and training, higher education, employment and youth services.

The Department is committed to the development of South Australia by ensuring:

- *that all children and adults reach their potential;*
- *that all South Australians can develop the skills, knowledge and values which will enhance their quality of life and work opportunities;*
- *the development of an educated, skilled, flexible work force which enables South Australian enterprises to compete successfully within a sustainable environment;*
- *participation in a democratic, cohesive, socially responsible, culturally rich and enterprising society, and*
- *a whole-of-government approach to employment and youth affairs."*

The State arrangements for vocational education and training are depicted below.

VEET Act Structure


Stakeholders
• Industry Training Advisory Bodies (ITABs)
• Regional Development Boards
• Employer Bodies
• Enterprises
• Target Group peak bodies
• Community groups
• Students
• Government Departments and advisory bodies
• Registered private providers
• TAFE SA
• Skill Centres
• Group Training Schemes and
• Adult Community Education (ACE) providers
Vocational Education, Employment and Training (VEET) Board
Accreditation and Registration Council (ARC)
Adult Community Education (ACE) Council
Minister for Education, Children's Services and Training (State Training Agency)
Department of Education, Training and Employment
Advice
Responsibility under terms of reference
Co-ordination

BEST COPY AVAILABLE

ACHIEVEMENTS IN 1997

State Strategic Plan for Vocational Education and Training, 1998 to 2000

A significant undertaking of the Department of Education, Training and Employment during 1997 was the preparation of a *State Strategic Plan for Vocational Education and Training, 1998 to 2000*, which identifies the strategic directions for publicly funded vocational education and training for the next triennium. The Plan which is directed to continued improvement in the responsiveness, quality, accessibility and efficiency of the State's vocational education and training system, incorporates the national priority areas endorsed by the Ministerial Council in May 1997. The State Strategic Plan, which is strongly customised for the needs of South Australia, builds on the four annual State Training Profiles for 1994 to 1997 developed under the Australian National Training Authority (ANTA) Agreement. As occurred with the annual State Training Profiles, the Strategic Plan was developed with oversight from the Vocational Education, Employment and Training Board and consultation with a broad range of stakeholders in the vocational education and training sector.

The State Strategic Plan provides the direction for resource allocation for publicly funded vocational education and training in the State. The industry priorities and student activity tables in the Plan underpin the 1998 Purchase Agreements for TAFE institutes, as well as providing the framework for the allocation of contestable funds, which is open to all registered training organisations including institutes of TAFE.

Greater Responsiveness

South Australia is continuously improving the responsiveness of its vocational education and training system to the needs of industry, community and individual students. In 1997 this was achieved through a broad range of activities and initiatives.

Expansion of the Training Market

Significant progress was made in 1997 in the shift to a more broadly conceived vocational education and training system comprising TAFE institutes, private training providers, enterprise training and community based providers. The public funds accessible through contestable processes continued to expand, providing greater opportunities for choice by clients and enhanced flexibility and responsiveness by providers. By the year 2000, registered training organisations should be able to access up to 20 per cent of available funding through some form of contestability. The major areas under which contestable funding is made available are the Open Training Market strategy which includes New Apprenticeships and User Choice initiatives.

The User Choice arrangements which are being introduced from 1 January, 1998 for New Apprenticeships will add a further level of contestability to the South Australian training market. By the end of the 1997, there were 468 registered training organisations in South Australia.

Consultation and Liaison

In 1997, as in previous years, the Vocational Education, Employment and Training Board continued to place a strong focus on industry and community consultation to underpin the development of training priorities for vocational education and training in South Australia. This commitment to communication with industry, regional, community and individual stakeholders is reflected in the Board's *State Strategic Plan for Vocational Education and Training, 1998 to 2000*. It sets out the training needs of industry and the community in South Australia, and the key directions to meet those needs. It also takes a strategic view of the economic, demographic and labour market changes together with the major economic priorities of the South Australian Government, and steps which must be taken to ensure vocational education and training responds to these challenges.

This comprehensive planning and consultation process was conducted under the banner *Planning Together*, which included a series of forums designed to assist stakeholders, in particular the industry training advisory boards, in the identification of and response to vocational education and training issues in their sphere of activity.

Other mechanisms employed to ensure that stakeholders in the vocational education and training sector are kept abreast of the changes in the sector at both the national and State level include:

- *Training SA*, a quarterly newsletter of the Vocational Education, Employment and Training Board promoting best practice in vocational education and training is distributed to over 6,000 enterprises and training organisations;
- *VET Matters*, a quarterly newsletter of the vocational education and training arm of the Department of Education, Training and Employment with a mailing list of 1,200; and
- bi-monthly forums convened by the vocational education and training arm of the Department of Education, Training and Employment as a two-way communication between the Department and clients and stakeholders in vocational education and training.

Industry Training Advice

Industry training advisory boards continued to be a principal source of advice to their industries and the South Australian Government on the analysis of the changing training requirements of industry. The Industry Training Plans, prepared by the State industry training advisory boards (which showed major improvement on the Industry Training Plans for 1997), were underpinned by publications called *Industry Notes*, prepared by the Department of Education, Training and Employment. *Industry Notes* describe the industries and sectors covered by the respective industry training advisory board, the salient features of each industry area and the structural and cyclical changes, with particular emphasis on the labour market and training implications. The Industry Training Plans were prepared by the industry training advisory boards as part of their Performance Agreement with the Minister for Education, Children's Services and Training and, as with the State Strategic Plan, were prepared for the triennium to the year 2000.

Further advice was sought from enterprises (particularly in wine and defence), employer and employee groups, peak equity and community groups, training providers and students.

In the latter part of the year the Department of Education, Training and Employment and the industry training advisory boards, through a process of bilateral negotiations, agreed upon a new framework and guidelines for the 1999 to 2001 Industry Training Plans. The framework and guidelines have been simplified and streamlined.

User Choice

Preparation continued during 1997 for the introduction of User Choice for New Apprenticeships from 1st January, 1998. Trials for the new arrangements were conducted in hairdressing, electrical and motor mechanics from July 1997. The trials were successful in identifying issues and the administrative systems which will be needed as User Choice is fully implemented.

The User Choice arrangements for New Apprenticeships will ensure that clients (that is trainees or apprentices and their employers) have more influence over their choice of training provider, content of their programs, timing, location and sequencing and assessment of modules, and the method of delivery.

New Apprenticeships

South Australia's commitment to supporting New Apprenticeships, which includes User Choice, is based on the need to develop a high quality vocational education and training system which is responsive to client needs. This commitment will be managed within the context of a training market in which purchasers and clients of vocational education and training have greater choices of providers and products.

To facilitate the introduction of New Apprenticeships in South Australia a New Apprenticeship Transition Committee was formed to advise the Minister on the transitional arrangements and legislative amendments. A discussion paper was prepared which will be used as the basis of a broad consultation with industry and training organisations.

A major challenge for South Australia with User Choice and New Apprenticeships is the provision of information to the community to ensure that they take full advantage of these programs and help stimulate growth of and demand for apprenticeships. An information hotline was introduced to assist in the provision of easily accessible advice and information.

Skill Centres

The State's first non-government preferred provider arrangement was established in 1997 with the establishment from 1 July of the South Australian Fishing and Seafood Industry Skill Centre Incorporated (trading as the Australian Fisheries Academy). This industry-operated organisation provides all of the State's maritime and processing training for the expanding and economically significant fishing industry, and has been highly successful, with participation and enrolments greatly increased over previous years. Further preferred provider arrangements in selected areas are likely in the future.

Small Business

The South Australian economy is largely comprised of small businesses which account for 94.6 per cent of total businesses in this State. Within this, the vast majority are very small businesses, employing less than five workers.

The training needs of small business are addressed by a range of approaches ranging from formal accredited courses, through to a variety of informal and very flexible approaches to training.

Activities undertaken in 1997 include:

- a survey undertaken of State government agencies on their support for training for small business by a working party of the Vocational Education, Employment and Training Board;
- design of a Small Business Employer Incentive Scheme to support small business in taking on a young apprentice or trainee;
- an extensive listing of award courses which assist small business, which can be offered full- or part time in the form of modules, by both public and private registered training organisations;
- introduction of a Small Business traineeship which allows for customisation for individual enterprises; and
- a Department of Employment, Education, Training and Youth Affairs funded project aimed at piloting innovative ways of having small business involved in formal vocational education and training.

TAFE SA

Throughout 1997 institutes of TAFE continued to provide flexible responses to the needs of industries, employers and students. Those responses included customised training programs, partnerships and memoranda of understanding with industry, schools and other providers, together with flexible delivery modes.

Enhanced Quality

The Department of Education, Training and Employment played an important role in the implementation of major initiatives in the vocational education and training sector to increase the quality and quantum of vocational education and training delivery across South Australia. These developments have been informed by the need to foster an environment in which there is a greater understanding of the relationship between vocational education and training, economic development, enterprise support and attraction, and employment growth.

Strategies to maximise the services available for education programs and improve delivery and service provision were progressively implemented during 1997. A commitment to quality and efficiencies through a coordinated corporate approach has provided a sound basis for continuing productivity improvement at both system and work unit level.

Quality Endorsement

In 1997 the concept proposal for the Quality System in South Australia, approved in principle by the Minister in late 1996, was developed through extensive consultation with a broad range of stakeholders. Trialing and enhancement of the Quality System occurred during 1997 with full implementation occurring from January, 1998. A feature of the South Australian Quality System is its flexibility, particularly in terms of its transferability to other quality systems such as ISO 9000 and the Australian Quality Awards Framework. It is user friendly in its language and processes and suitable for both small and large providers.

A promotional campaign for South Australia's Quality System will be put into place and will include publications, seminars, a video, and most importantly, ongoing professional development.

With the introduction of new arrangements for the registration of providers of vocational education and training under the Australian Recognition Framework, registration will be the key quality assurance mechanism for the delivery of products and services. Registration is the first level of recognition under the Australian Recognition Framework, and offers eligibility to access contestable public funds for vocational education and training. Quality Endorsement is the second level of recognition, focusing on continued improvement, and providing certain delegated powers. The processes for both levels of recognition have been streamlined and are administered within one branch of the Department of Education, Training and Employment, thereby offering a one-stop-shop for providers.

The "quality endorsed" status for providers will give them a significant marketing edge, and providers report that the quality system is helping them examine and improve their operations.

Registration and Accreditation

Much attention was paid in 1997 to quality assurance of vocational education and training providers. New criteria for registration of providers were agreed and 57 reviews of providers were conducted.

A review of the Accreditation and Registration Council's Policy Framework was undertaken during 1997 under the guidance of a Steering Committee. Phases 1 and 2 are complete and the review will be finalised by March 1998.

TAFE SA

TAFE SA, embracing the current eight institutes, has initiated coordinated approaches to quality management, equity, the development of learning systems and resources, the provision of student services and the management of international education. TAFE SA is adopting a system wide approach to quality management, with the objective of gaining quality endorsement by the end of 1998.

TAFE SA's provision of a quality service to clients is demonstrated by the achievements of its graduates, the national recognition of South Australian Institutes of TAFE and the satisfaction of clients.

Awards for Excellence

Awards received during 1997 reflecting the recognition that institutes of TAFE and their graduates gained from industry and the vocational education sector include:

- Regency Institute of TAFE won the National Training Award for the Training Provider of the Year. The award recognises excellence and best practice achievement in vocational education and training. The Institute received $25,000 for training and development or research.
- The Regency Hotel School won the State Tourism and Hospitality Award for Industry Training.
- Spencer Institute of TAFE won three of the four awards in Adult Learners' Week. Some of the awards were shared jointly, as with the collaborative project by the University of South Australia, Department of Correctional Services and Spencer Aboriginal Education Program's ART INSIDE OUT and the computer aided delivery of Certificates in Entry Level Training to remote and regional centres.
- Students from the Visual Merchandising course at Croydon Campus of the Douglas Mawson Institute of TAFE were involved in the design and installation of the winning TAFE SA and the former Department of Education and Children's Services Stand *'Xcite'* which won the Best Exhibit at the Royal Show.
- Staff and students from the Food Processing Division Bakery at Regency Institute won all four awards at the National Bake Skills in Sydney.
- Para Institute's annual graduation ceremony won the Australian TAFE Marketing Award for excellence in the events category which was presented at the annual Australian TAFE Marketing Conference.
- The Regency Institute Engineering/Electrical section took out all three awards from the Airconditioning Association for 1997.

- Para Institute tendered for and won a major ANTA funded staff development initiative. The project "Framing the Future" is worth over $1 million. To date a network of 194 advisers and 40 projects has been implemented across Australia.
- The Flinders Street School of Music of Adelaide Institute had six of its courses accredited as Bachelor of Music. These are the first degree courses in the TAFE sector in Australia.
- Spencer Institute's Community Services and Health program was the first training provider in Australia to be trained and given approval to offer the new Advocacy Training Program nationally.
- Para Institute's Automotive Program won the State Training Program for Automotive Pathways for 1998-99 worth $250,000.
- The achievement of Onkaparinga Institute's Quality Assurance System to ISO Standard 9002 across all five campus sites - a first for the TAFE SA system.

Increasingly, other registered training providers and their graduates are nominating for and receiving recognition from industry and peer organisations. Information about their many achievements is available through their respective annual reports.

Employer Satisfaction

A survey titled *Employer Satisfaction with Vocational Education and Training, 1997*, which was undertaken by the National Centre for Vocational Education Research on behalf of the Australian National Training Authority, identified South Australia as having the second highest rating by employers who were very satisfied or satisfied with the vocational education and training system. Employers who contributed to the survey were those with at least one employee who had completed a vocational education and training course (either at an institute of TAFE or other provider) of at least 200 hours within the preceding two years. The interviews covered employers' perceptions of availability, relevance and quality of vocational education and training.

Benchmarking Performance

The key performance measures developed by the national Performance Review Committee in 1997 will allow the State Training Agency to benchmark and improve its performance over time. South Australia was represented on the Performance Review Committee by the Chair and subsequently the Deputy Chair of the Vocational Education, Employment and Training Board.

Ongoing improvements in resource allocation strategies will support the purchase agreements with TAFE institutes and will inform the further development of contestable funding initiatives including the General Tender Program, New Apprenticeships and User Choice.

Vocational Education, Employment and Training Board

In accordance with its legislated functions and stated mission, the Board met on six occasions in 1997. Its membership underwent some changes in the middle of the year when members' two year appointments expired, however, a significant number of re-appointments assured continuity of direction. The Board has developed a communications strategy incorporating:

- visits to regional centres;
- face to face meetings with stakeholders;
- a Board newsletter promoting best practice in vocational education and training, targeted at training organisations and enterprises. Training SA is distributed quarterly to over 6,000 enterprises and training organisations;
- attending and speaking at conferences, graduation ceremonies and award nights;
- liaising closely with the Adult Community Education Council and the Accreditation and Registration Council; and
- promoting the implementation of the State Strategic Plan, and assisting and promoting the South Australian Training Awards.

Improved Accessibility

Vocational Education and Training in Schools

The formation in October 1997, of the new Department of Education, Training and Employment which includes the former Department of Employment, Training and Further Education and the Department for Education and Children's Services will significantly enhance the provision of vocational education and training in schools.

VISA (Vocational Education and Training in SACE Arrangements) continued to expand the range of vocational education and training delivered in schools as an integrated part of the South Australian Certificate in Education (SACE). Through the VISA arrangements schools deliver vocational education and training in partnership with institutes or other registered training organisations. By the end of 1997 there were 252 formal partnerships between schools and TAFE institutes. A further 31 formal partnerships have been established between schools and other registered training organisations.

Some of the well-established vocational pathways programs being delivered in schools include tourism, hospitality, horticulture, furniture, engineering, office administration and fishing. Areas under development and/or consideration include construction, public administration and community services.

The delivery of vocational education and training in schools was further enhanced through the allocation to school authorities of $1.75 million from the Australian National Training Authority and a further $500,000 to establish two skill centres for school students. The centres, located at Naracoorte in the State's south-east, and at Urrbrae in the metropolitan area, will deliver programs in viticulture and food processing respectively.

In 1998 the concept of part-time apprenticeships and traineeships involving school students will be explored through a small number of pilot programs conducted in government, independent and Catholic schools in conjunction with employers and registered training organisations.

Vocational Education and Training and the Universities

South Australia's universities, with a combined total of over 50,000 students, are currently faced with many changes including restructuring, cuts to government funding, introduction of fees, fewer employment opportunities for graduates as well as pressure to make curriculum more vocationally oriented. While pathways exist for vocational education and training students to go on to university studies, there is an increasing trend for students to move in the opposite direction. (In 1994, the Australian Vice Chancellor's Committee identified that 12,700 vocational education and training students moved to the university sector, whilst 10,400 university students moved to the vocational education and training sector.) The acquisition of practical or employment-related skills was the most common reason for moving to the vocational education and training sector.

There is also a growing number of cooperative ventures between providers of vocational education and training and universities which will benefit students in terms of further study pathways and increased career options.

In addition, there are several capital projects which will bring resources from both the higher education sector and the publicly funded vocational education and training sector on to one campus. These include the co-location of the North Adelaide School of Arts with the University of Adelaide's Design Faculty, and the Urrbrae Education Centre (a joint development between the Department of Education, Training and Employment and the University of Adelaide).

Collaboration with Flinders University of South Australia has led to the development of a joint program for the first year of the Bachelor of Information Technology, with the administrative responsibility being handled by Onkaparinga Institute of TAFE. The program will be piloted in 1998, for a maximum of 20 students, selected from across the State, who will enrol with Flinders University and attend Spencer, Murray, South East or Onkaparinga Institutes of TAFE.

The Wine faculty at Murray Institute of TAFE is developing a Memorandum of Understanding with Dookie Campus of the University of Melbourne, in relation to collaborative curriculum and delivery projects in the areas of viticulture and wine production.

In 1997, an Institute of Justice Studies (a cooperative venture between the Adelaide Institute of TAFE, University of South Australia, and the South Australian Justice Administration Foundation) was established. This collaboration will allow a comprehensive range of courses to be offered with minimal duplication of effort.

1997 also saw the culmination of a two year project to achieve greater integration of the education and training being provided by the School of Dentistry (University of Adelaide) and the Faculty of Para Dental Studies (Torrens Valley Institute). A joint TAFE/University of Adelaide proposal has been put to the Government for the establishment of a national centre of oral health. If approved, the centre will further enhance South Australia's reputation as a leader in dental education and training.

Cooperative Relationships with Industry

During 1997 the cooperative arrangements between vocational education and training providers and industry were extended. Cooperative ventures were undertaken by both TAFE institutes and other registered training organisations.

TAFE SA initiatives included:

- Murray Institute delivered the Certificate IV in Frontline Management in the workplace at Orlando Wines with participants from several areas of the organisation's operations.
- The Community Services and Health program at Spencer Institute implemented the new Youth Work Certificate IV to over 30 industry based staff.
- Spencer Institute established a Horticultural Training and Development Centre at Peterborough. The joint venture incorporates Spencer Institute, local councils, Regional Development Board and the Outback Development Board, Broken Hill. The Centre has state of the art equipment and is currently offering joint programs with Torrens Valley Institute. Training programs have also been developed and are in operation in collaboration with Peterborough High School.
- The Transport program at Douglas Mawson Institute developed partnerships with Toyota Motor Corporation Australia Limited, ICI Autocolor and Ford Motor Company of Australia Ltd which enable the sharing of facilities, resources and expertise to enhance the students' learning outcomes and foster industry involvement in training.
- As part of the Medical Receptionist Course, the Office Management faculty at Douglas Mawson Institute of TAFE is working in partnership with McArthur Medstaff, a firm with 28 years of experience in the demands of the medical field.
- Regency Institute of TAFE and South Australia Water signed an Agreement to establish a new South Australia Water Skilling Centre. The new centre will provide training in a range of technical skills which will enhance the effective operation of South Australia Water as well as other water providers such as United Water International Pty Ltd and rural providers.

Collaborative Vocational Education and Training Provider Initiatives

Efficiencies and accessibility of programs is being furthered by the cooperative arrangements occurring both intra and interstate amongst institutes of TAFE. A national consortium comprising Torrens Valley Institute of TAFE, West Melbourne Institute of TAFE, and Launceston Institute of TAFE was successful in obtaining a $300,000 contract to produce multimedia CDROMs and videos. The CDROMs and videos, which are being produced for the horse industry, aims to support the delivery of racing training via alternative methods of learning.

Entry Level Training

During 1997 South Australia participated with the Commonwealth Government in trials of outsourcing of services for the administration of Apprenticeships and Traineeships, through Contracted Entry Level Support Services Agencies (CELTAs) now known as New Apprenticeship Centres. The Department of Education, Training and Employment received $500,000 from the Commonwealth Department of Employment, Education, Training and Youth Affairs and contributed approximately $165,000 to the New Apprenticeship Centre trials.

The entry level support services concept brings together the various State and Commonwealth government services for entry level training (that is apprenticeships and traineeships) into one place, in organisations which are both industry managed and directed. As a result entry-level training will be expanded through improved access, increased industry support, and improved service quality.

The New Apprenticeship Centre pilots in South Australia tested two different models: a regional model servicing all industries, and an industry specific model servicing one industry across the whole of South Australia.

The regional New Apprenticeship Centre, known as the Apprenticeship and Traineeship Centre, South East is based at Mount Gambier and services employers, apprentices and trainees across all existing industry sectors in the south-east region of the State. The host organisation for this pilot is the South East Economic Development Board.

The industry specific New Apprenticeship Centre will service all food, beverage and pharmaceutical industries involved in the processing of raw materials into end products. The Centre is hosted by the South Australian Food and Beverage Industry Training Council located in Adelaide.

Both New Apprenticeship Centres have demonstrated the possibility of providing efficient and seamless services to clients, and an expansion of this approach will occur in 1998.

Flexible Delivery

Flexible delivery has been a hallmark of vocational education and training in South Australia for many years. Courses have been delivered in many and varied locations, in a variety of modes (face to face, distance, teleconferencing, and in different mixtures of modules). For many years, courses have had an increasing number of entry and exit points and articulation between courses within the vocational education and training system, and between these courses and those at schools and universities, has been strengthened. This flexibility in the delivery of vocational education and training has supported the role of vocational education and training as a key stepping stone in lifelong learning.

On-line Delivery

In an increasingly competitive national and international training market, the Department of Education, Training and Employment is striving to expand the products which meet the expectations of choice and flexibility. Developments in information technology are now enabling training providers to use on-line technologies to deliver education in award courses using internet protocols.

Such developments expand training opportunities in regional areas, and provide more options for clients of the system. Significant benefits are envisaged for rural and isolated clients of the system, as well as industry and individual clients seeking access to training at times and locations more suited to their needs.

TAFE SA is acknowledged as a national leader in on-line education, with over 80 learning modules currently available for delivery via the internet and world wide web, and a further 40 modules in development. On-line delivery is providing enterprises and individuals with access to just-in-time training which will be accessible in the workplace, in community centres or in the student's home as well as by attendance at TAFE campuses.

The focus of program development in 1997 was on the State Training Profile priority areas of information technology (electronics), small business management, first line management and preparatory education (literacy focused). Other areas to be pursued are information technology (computing), printing and multimedia, communication studies and accounting.

Adult Community Education

The 87 providers of adult community education funded through the Adult Community Education Council in 1997, together with the Workers' Educational Association and TAFE SA, delivered programs through approximately 200 venues throughout rural and metropolitan South Australia. Approximately 250 educators, volunteers and coordinators, working in the delivery of adult community education, were engaged in professional development activities.

The achievements of the Adult Community Education Council in 1997 included:

- promotion of the value of lifelong learning by supporting Adult Learners' Week celebrations in South Australia during 1997. A significant number of additional learning activities were offered by community based providers across the State. The activities were made possible by a small grants scheme offered for Adult Learners' Week;
- contributing to the development of the Women in Vocational Education and Training Strategy for South Australia;
- contributing to the development of the revised National Policy on Adult Community Education (1997);
- input to the Senate Employment, Education and Training References Committee for the inquiry into the developments in adult community education since the 1991 report of the Senate Employment and Training Committee entitled *Come in Cinderella*; and
- support for the development of a computer based AVETMISS enrolment package to replace the existing paper-based system. Approximately 80 per cent of funded providers are utilising the new system.

Group Training Companies

Group training companies have worked successfully for many years and now, due to the opening up of the training market, have an increased opportunity to improve the performance of the apprenticeship and traineeship system. The group training companies employ apprentices and trainees and hire them out to small and medium business on a rotational basis. The companies complement the Entry Level Training Support Services, particularly through streamlining processes to benefit employers and students.

There are 10 group training companies in South Australia, eight of which participate in joint policy arrangements with the Department of Education, Training and Employment. These eight companies employed approximately 1,700 apprentices and trainees as at December 1997.

Group Training (SA) has published a document entitled *Expanding New Horizons* which outlines a growth strategy to the year 2000. Growth will be targeted to areas of highest training need as identified by the *State Strategic Plan for Vocational Education and Training, 1998 to 2000.*

People Under-Represented in Vocational Education and Training

Access and equity is both an underpinning principle and a goal for the vocational education and training system in South Australia. The Department of Education, Training and Employment's overall approach to access and equity is outlined in the Access and Equity Strategy for Publicly Funded Vocational Education and Training (which was published in Appendix 4 of the 1997 State Training Profile).

Implementation of the 1997 initiatives detailed in the Access and Equity Strategy progressed well with the following initiatives undertaken:

- Access and Equity Strategy incorporated into the *State Strategic Plan for Vocational Education and Training, 1998 to 2000*;
- A *State Strategy for Women in Vocational Education and Training* was developed for implementation in 1998. Should such a model prove successful it may be applied to other target groups;
- development of management competencies in access and equity within the vocational education and training sector;
- a training program based on the access and equity management competencies piloted with a view to TAFE SA wide implementation;
- ongoing training for trainers and support staff in Gender Agenda, cultural sensitivity, ResponseAbility package and the promotion of an environment that is free from sexual harassment;
- establishment of a network of women staff working in non-traditional areas to progress the recommendations of the *Women in Science, Engineering and Technology* report;
- the research report *Women's Participation in TAFE SA* was completed. The report will assist in identifying appropriate targets for women's participation in TAFE SA;
- an evaluation of the access and equity component of the General Tender Program has provided for a markedly strengthened equity and access component in the funding criteria;
- implementation of a data collection system which has enabled baseline data to be collected for all target groups within TAFE SA; and
- seminars on access and equity issues in vocational education and training were conducted for curriculum writers, industry training advisory boards, group training companies and staff in vocational education and training in the Department of Education, Training and Employment.

The achievement of access and equity was facilitated through consultation and the sharing of information with peak representative bodies of the peak equity groups.

Increased Efficiency

Departmental Amalgamation

The challenge of operating in the current environment has necessitated a new approach to organisational structures, methods of operation and work practices. The Department's structure reflects a clearer separation between purchaser and provider functions and significant progress has been made on a range of organisational improvement strategies to ensure that competition is strategically managed and unnecessary duplication and wastage of public resources are avoided.

Strategies to maximise the resources available for vocational education and training and improve delivery and service provision have progressively been implemented during 1997. A commitment to quality and efficiencies through a coordinated approach has provided a sound basis for continued productivity improvement at both system and work unit level.

TAFE Institutes

In response to public sector and national vocational education and training reforms, TAFE SA as the public provider has been separated from the regulatory, and purchasing functions of the Department. To maximise the provision of programs and services across the State, TAFE institutes have worked collaboratively as TAFE SA, with system-wide educational program planning and coordination. Statewide networks of specialist staff have been established to reduce duplication of effort and share expertise.

System Wide Processes

TAFE SA, as a federation of institutes of TAFE, has initiated coordinated approaches to quality management, equity, the development of learning systems and resources, the provision of student services and the management of international education. These system-wide processes have been adopted to ensure consistent standards of services and outcomes to gain national and international recognition of TAFE SA as the consortium of South Australian institutes.

Amalgamations and Strategic Alliances

During 1997, two institutes amalgamated, and others worked in alliances to achieve greater efficiencies. Western Adelaide Institute amalgamated with Douglas Mawson to achieve economies of scale and provide a more comprehensive suite of programs to the western suburbs of Adelaide and to the design and technology industries which are a focus for the new Douglas Mawson Institute. Planning for the amalgamation of Para and Regency Institutes to form the new Regency Institute of TAFE in early 1998, was undertaken during 1997. Strategic alliances have been formalised between Onkaparinga and South East Institutes, and between Torrens Valley and Murray Institutes. These amalgamations and alliances have been initiated by Institute Councils and staff and have the support of the industries and communities served by the institutes. The moves will result in improved economies of scale which in turn will mean that students have a greater choice of programs and services.

Some Initiatives in the Department of Education, Training and Employment

In order to ensure that the public service operates efficiently and effectively, the State Government has implemented the Government Management Framework to reflect management processes in the business sector. The intention is to seek better value for money and to split service provision from administrative support.

As part of the implementation of the Government Management Framework, the former Department for Employment, Training and Further Education had made significant progress in developing a Corporate Plan and a Business Plan to complement the *State Strategic Plan for Vocational Education and Training, 1998 to 2000.* This work has contributed to the corporate level strategic planning of the new Department for Education, Training and Employment.

A Management Accounting and Resource Allocation Project conducted throughout 1997 has addressed issues relating to unit costs particularly in TAFE SA. This work will, in turn, assist in the development of a resource allocation model for publicly funded vocational education and training.

Capital Development Strategic Plan

A Capital Development Strategic Plan, focusing in particular on TAFE SA, was developed in 1997 to support logical, effective and cost efficient decision making in regard to the capital program for the publicly funded vocational education and training sector for the next decade. Further policy work will consider access by registered training organisations to capital funding and institute of TAFE facilities. Infrastructure planning for the installation and maintenance of online delivery technology is a high priority.

Employment Services

During 1997 TAFE institutes have increased their focus on providing employment services for graduates and students. The work of the Employment Placement Service at Torrens Valley Institute which commenced in February 1996, has grown to the point where it now operates from a data base of over 4,000 participating employers and is placing over 1,000 students per year. During 1997 the Institute added a temporary Labour Hire Service to place students in short term employment.

Douglas Mawson Institute established an employment service for students during 1997.

The *TAFE Graduate Destinations Survey* of 1997 supports the notion that assisting graduates to find employment is a worthwhile endeavour for training providers. The survey undertaken by the National Centre for Vocational Education Research revealed that South Australia has a higher labour force participation rate amongst its graduates and also has relatively higher proportions of graduates in full-time employment. The Survey reported that 78.9 per cent of graduates from South Australia were employed, compared with a 71 per cent average for Australia.

TAFE SA Corporate Services

The TAFE SA Managers Corporate Services Group has been instrumental in driving process improvements resulting from initiatives such as the:

- Supply review;
- Physical resources outsourcing;
- FASMIS (Financial Asset Supply Management Information System);
- REMUS (A Human Resource Information Management System); and
- Student Management System 2000 Re-engineering.

Performance Resource Agreements

During 1997, major progress was made in linking the industry training priorities expressed in the State Strategic Plan with the provision of publicly funded vocational education and training, particularly through the new system of purchase agreements with institutes of TAFE.

In the context of the broader open training market, 1997 also saw the further refinement of formal funding agreements between the Department of Education, Training and Employment and those registered training organisations which had been successful in gaining funding through the General Tender Program or other Open Training Market programs.

Streamlining of Processes

During 1997, efforts were directed to streamlining and simplifying processes associated with registration, accreditation, quality systems, and tendering for public funds while also maintaining safeguards for accountability, probity and quality assurance.

PLANS FOR THE FUTURE

The key strategic goals for publicly funded vocational education and training in South Australia for 1998 to 2000 are:

- to support the continued development of a market in vocational education and training which offers real choice and a comprehensive range of quality programs to meet the needs of industry and individual clients;
- to contribute to the economic development of South Australia through the provision of appropriate training to enterprises;
- to provide increased opportunities for training and lifelong learning for all South Australians through the support of a robust, quality system of providers of vocational education and training including:
  - private providers (particularly registered training organisations receiving public funds);
  - community providers (particularly those delivering adult community education); and
  - TAFE institutes.
- to encourage a training culture in South Australia through advocating the contribution of training in achieving a prosperous future for industry, enterprises, regions, communities and individuals.

In achieving these goals, vocational education and training in South Australia will continue to be developed as a responsive, high quality and efficient system that offers a balanced range of services to meet the State's training needs, and that is underpinned by the following principles:

- a constant focus on quality, standards and performance;
- equity and access;
- accountability;
- partnerships; and
- responsiveness, innovation and competitiveness.

Advice from industry, regional areas, community organisations and peak equity bodies will continue to inform the strategic decisions concerning resource allocations in the State's vocational education and training sector.

WESTERN AUSTRALIA

INTRODUCTION

Overview of the Western Australian System

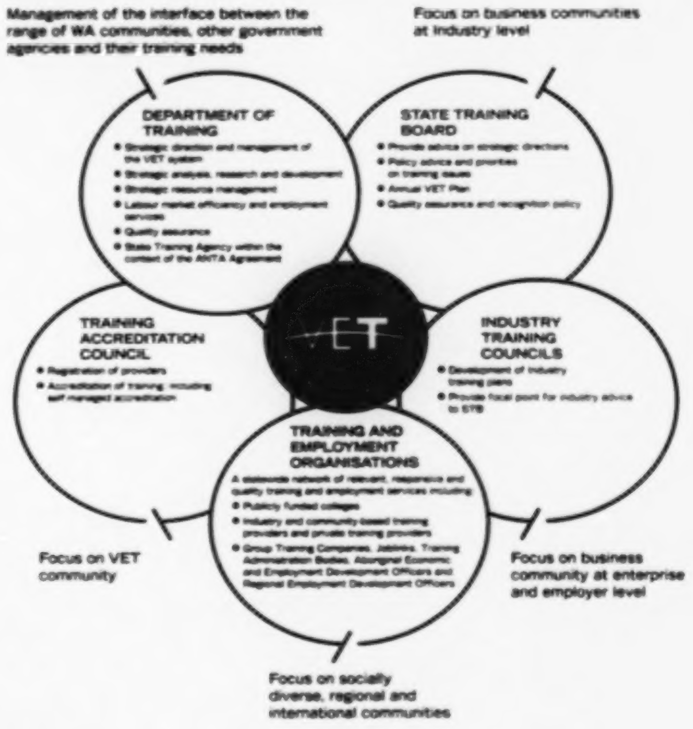
Western Australia has the largest geographical area of any State or Territory in Australia. The majority of its population resides in the Perth metropolitan area, with the remainder being spread thinly throughout the State.

A commitment to serve both urban and regional vocational education and training and employment issues presents the State with unique challenges in providing an efficient and effective vocational education and training system. Considerable resources have consequently been invested in providing a network of small training centres. Flexible delivery strategies and the innovative use of technologies such as video conferencing and computer-based learning have also assisted in improving access to vocational education and training in remote locations.

The Western Australian vocational education and training system comprises five main elements:

- The State Training Board;
- The Training Accreditation Council;
- A network of 14 Industry Training Councils;
- The Western Australian Department of Training; and
- A network of autonomous colleges and private providers.

Western Australian Publicly Funded Training and Employment system


Management of the interface between the range of WA communities, other government agencies and their training needs
Focus on business communities at industry level
DEPARTMENT OF TRAINING
• Strategic direction and management of the VET system
• Strategic analysis, research and development
• Strategic resource management
• Labour market efficiency and employment services
• Quality assurance
• State Training Agency within the context of the ANTA Agreement
STATE TRAINING BOARD
• Provide advice on strategic directions
• Policy advice and priorities on training issues
• Annual VET Plan
• Quality assurance and recognition policy
VET
TRAINING ACCREDITATION COUNCIL
• Registration of providers
• Accreditation of training, including self managed accreditation
INDUSTRY TRAINING COUNCILS
• Development of industry training plans
• Provide focal point for industry advice to STB
TRAINING AND EMPLOYMENT ORGANISATIONS
A statewide network of relevant, responsive and quality training and employment services including:
• Publicly funded colleges
• Industry and community-based training providers and private training providers
• Group Training Companies, Joblinks, Training Administration Bodies, Aboriginal Economic and Employment Development Officers and Regional Employment Development Officers
Focus on VET community
Focus on business community at enterprise and employer level
Focus on socially diverse, regional and international communities

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ACHIEVEMENTS IN 1997

Greater Responsiveness

The past year has seen many changes identified for the vocational education and training system come to fruition in Western Australia.

The Western Australian Department of Training continues to strategically manage the vocational education and training system and has achieved extensive streamlining of the vocational education and training sector over the past few years. By focussing on industry, student and community requirements, framed within a competitive training market, a more demand driven and responsive system for publicly funded training effort has been developed with a commitment to quality processes.

Research conducted over the past year, including customer surveys, has provided guidance for where greater resources are needed and further demonstrated that many of the recent changes are already having a positive effect. For example, vocational education and training graduates are achieving their ambitions and employers are seeing the benefits of job-ready staff.

Extensive consultation and policy development was undertaken this year in preparation for making our apprenticeship and traineeship systems more modern and attractive to both employees and employers. During 1997, a special telephone inquiry line and Internet site were established to provide accurate information statewide on apprenticeships and traineeships.

Western Australia's responsiveness is further demonstrated by statistics which show that the State has the highest percentage of Year 12 students in Australia choosing to further their studies at TAFE. There are also three times as many university graduates now studying at TAFE as there are TAFE graduates in university. This is a tangible example of the relevance of vocational education and training to Western Australian industry.

State Training Strategy

The strategic planning processes for the Western Australian vocational education and training system have undergone major re-shaping over the last year. The key output of these processes is the State Training Strategy which is the key vehicle by which the Hon Minister of Employment and Training is advised of community and industry needs for vocational education and training. It also provides forecasts of potential employment growth opportunities for the workforce.

Developed as a broad and flexible framework during 1997, and continuing through to 1998, the State Training Strategy provides strategic direction to ensure that training delivery meets the identified current and future training, skills and job needs of Western Australian communities.

The State Training Strategy's approach has relied on consultation with key stakeholders, extensive profiling of Western Australia's communities and rigorous environmental scanning of political, social, economic and demographic trends and drivers.

More information on how the State Training Strategy will be used is contained in the 'Plans for the future' section of this chapter.

Training Administration Bodies Assist Industry

Eleven Training Administration Bodies (TABs) have been established since 1996 to facilitate the administration of apprenticeships and traineeships. The TABs were selected through a competitive tender process for their mix of technical and training skills. They include public and private training providers, group training companies, industry associations and community organisations. Each TAB represents an industry or geographic region in Western Australia. As apprenticeship and traineeship training arrangements continue to progress TABs will have an increasingly important role.

Self-Managing Enterprises

Several enterprises in Western Australia which have a minimum of ten apprentices or trainees have been registered as Self-Managing Enterprises (SMEs). This enables them to manage their own training administration. Registration requires compliance with a range of criteria, to ensure the quality of the administration processes. Enterprises must have approved monitoring and assessment systems in place and sufficient administration capacity to become a SME. This quality based, devolved training administration arrangement is unique to Western Australia.

Contracted Entry Level Training Agencies

The Department's Office of Employment Initiatives was contracted by the Commonwealth Government to administer a pilot Contracted Entry Level Training Agency (CELTA) in regional Western Australia.

The objective of a CELTA is to provide a one-stop service to clients of the entry level training system ie employers, apprentices and trainees. In regional Western Australia, there will be eight points of delivery for the CELTA service.

Skill Centres

During 1997, the Department developed a strategic policy and process framework to govern the development and administration of skill centres within the State. Through taking a strategic approach to the development of skill centres, the Department is seeking to leverage industry contribution to major skill centre developments that can promote significant competition within the State vocational education and training sector.

The Department called for skill centre funding applications from interested organisations late in 1997. A total of 108 skill centre information kits were distributed with 27 formal applications being received. It is anticipated that a number of applications will be submitted to ANTA for approval early in 1998.

New Apprenticeships

During 1997, significant progress was made towards the reform of entry level training. New Apprenticeships will see the apprenticeship and traineeship systems being merged to form a single training system. Western Australian clients of the entry level training system have access to streamlined and sophisticated procedures and quality information and advice.

New Facilities

A classroom block and language centre was completed at Pundulmurra College in the Pilbara - valued at $3.5 million. The addition provides extensions to the administration buildings, a new temporary library and classrooms.

The South Metropolitan College of TAFE Marine Centre, valued at $2.6 million was completed. This development, at the Port of Fremantle, provides an internationally renowned aquaculture development unit, including hatcheries, teaching laboratories, a fishing workshop, hi-tech computer and resource centres and an 18 metre aluminum training vessel.

Also completed during the year was a Horticulture Training Block at the Murdoch Campus of the South Metropolitan College of TAFE - valued at $1.2 million. The addition of this block completes the requirements for horticulture training for the southern suburbs.

Existing facilities were converted to enable the consolidation of health studies on the Mt Lawley campus of Central Metropolitan College of TAFE - valued at $1.82 million. The administration area at the Geraldton Regional College of TAFE was upgraded and disabled access was facilitated throughout the campus - valued at $0.56 million.

Enhanced Quality

The *Western Australian Quality System for Vocational Education and Training* has been in place since November 1995. Since that time an increasing number of training organisations, public and private, have elected to seek to achieve quality endorsed status against the quality system standards. To date, 21 training organisations have achieved quality endorsed training organisation (QETO) status. This includes seven private providers. A further 45 private training organisations are in the process of developing and implementing quality processes and systems for the purpose of maximising training delivery, course accreditation and skill recognition services. It is expected that 50 training organisations will have attained QETO status by December 1998.

To facilitate access to and take-up of the quality system by small training organisations, a case study of four small training providers was undertaken. The case study was published as a guide to small providers implementing the quality system. The study also led to the customisation of support material for small providers.

The quality system was also recognised as an innovative approach to promoting quality through the 1997 Premier's Awards.

Assurance of the quality of training will be further strengthened through monitoring arrangements developed by the Western Australia Training Accreditation Council. The arrangements will support the implementation of the Australian Recognition Framework and will provide the basis for identifying further opportunities to improve the quality of training in this State.

Consistent with the Department's role in promoting opportunities for improving quality across the vocational education and training system, a Western Australian Benchmarking Program has been developed to promote participation in the development of best practices in this State.

The Department achieved Quality Endorsed Training Organisation status itself in 1997. We are now working towards an integrated customer service approach in 1998 incorporating the Western Australian Quality System and 'Investors in People' international human resource standard.

The Second Generation Quality System for Vocational Education and Training

'Towards Best Practice'
The achievements of Western Australia's first quality system, as described above, and the valuable lessons learnt during this time have underpinned the development of the second generation of the quality system "Towards Best Practice". The second generation quality system will better position the vocational education and training sector in this State to meet the challenges of the 21st century and the changing needs and expectations of clients and stakeholders.

The 'Second Generation Quality System' will focus on five major themes:

- increased confidence;
- improved inclusiveness and relevance;
- further integration and streamlining;
- increased recognition; and
- continuous improvement.

Through a process of extensive consultation with stakeholders and key clients a discussion paper 'Towards Best Practice' was developed and distributed for comment in November 1997. Comment was invited from over 600 training organisations and other clients late in 1997 and will continue into early 1998.

The key policy issues which have emerged through consultation and are being reflected in the second generation are:

- the annual review of quality endorsed training organisations (including length of endorsement);
- independent moderation/arbitration of validation agencies;
- clarification of competitive advantage for QETO's in the tendering process; and
- incorporation of the Australian Recognition Framework (ARF).

It is expected that the "Towards Best Practice" Second Generation Quality System will be launched in May 1998.

Competency Based Assessment
To assure the quality of competency based assessment in this State, Western Australia has developed a *Framework for Competency Based Assessment in Vocational Education and Training in Western Australia.* The Framework covers all assessment, both on and off-the-job, towards a qualification or Statement of Attainment under the Australian Qualifications Framework. Documents to support implementation of the Framework have also been developed, including a booklet on competency based assessment and a booklet providing a summary of a project undertaken through the Metals Consortium in Western Australia to develop criteria for the performance level of 'Competent with Merit' which is provided for in the Framework.

The Framework incorporates the nationally agreed assessment principles, as well as guidelines for good practice, and will underpin the Assessment Guidelines of all Training Packages being implemented in Western Australia.

Skills Recognition

The *Framework for Competency Based Assessment in Vocational Education and Training in Western Australia* is one of the State's recognition policies; the other is the *RPL Framework for the Vocational Education and Training Sector in Western Australia.* With the provision, under the *Vocational Education and Training Act 1996* in Western Australia, for skills recognition centres, and provision under the Australian Recognition Framework for organisations to become registered to provide skills recognition services, Western Australia is now undertaking a project to review the RPL Framework.

Consultations undertaken as part of the review will also canvass the impact of the launch of the *Framework for Competency Based Assessment in Vocational Education and Training in Western Australia.* The outcome of the project will be an integrated skills recognition framework which will consolidate and further enhance the quality of competency based assessment. This will apply whether it is occurring as an integral part of training, or for the purposes of skills recognition towards a qualification or Statement of Attainment under the Australian Qualifications Framework.

Streamlining of Processes for Quality Assurance and Recognition

Streamlined processes for the registration of providers and the accreditation of courses through the Training Accreditation Council have been implemented through 1997, and into 1998. New arrangements represent a movement away from a regulatory approach to the recognition of training to a quality assured approach. This will assist training providers to become more responsive and flexible in their response to local industry, within the framework of a nationally agreed recognition system. Considerable work has been done to assist providers in understanding the opportunities and responsibilities inherent in the new system. This includes the conduct of a series of workshops for all current and intending providers, the development of a *Training Recognition Information Kit* which supports providers seeking recognition, and the provision of individual support to providers.

Accreditation and Registration

Provider registrations have increased from 393 in 1996 to 615 in 1997. This indicates a greater acceptance of registration as a quality assurance mechanism. The increase in registrations was accompanied by a reduction in a number of accreditation submissions which indicates that providers are utilising existing nationally accredited courses. During 1997, 16 providers were registered on the basis of quality endorsement. These were the first providers nationally to be registered under the new Australian Recognition Framework arrangements.

Improved Accessibility

Expansion in Provision and Recognition of Vocational Education and Training in Schools

During 1997, there was considerable expansion in schools' interest and involvement in offering vocational education and training options to Year 11 and 12 students in Western Australia. More than 400 proposals were submitted by secondary schools in 1997 to deliver vocational education and training studies in 1998. These submissions covered a broad range of industry areas and national modules, with many schools seeking approval to offer vocational programs in several industry areas.

The Training Accreditation Council has worked with Curriculum Council in Western Australia in their quality assurance processes for delivery of vocational education and training in schools and has supported the principle of maintaining a balance between vocational and general education for school students. Continual support and advice has been given to schools wishing to place students in part-time traineeships. A series of information sessions across the State was conducted during 1997 and a vocational education and training in schools information package was sent to all training providers.

With the introduction of the Australian Recognition Framework (ARF) from January 1998, schools seeking to deliver vocational education and training will be required to meet the requirements of the Framework. The Training Accreditation Council and the Curriculum Council have agreed to the principles which will underpin implementation of the ARF requirements in schools and are jointly developing strategies to progress this.

Arrangements currently in place for the recognition of vocational education and training completed in schools are documented in the Department publication *Your VET Guide to Advanced Standing for Secondary Students 1998.* In previous years, these arrangements have focused predominantly on students moving into TAFE courses. With this latest edition, all registered training providers in Western Australia are encouraged to apply the same recognition.

Adult Community Education (ACE)

Adult Learners' Week

A third Adult Learners' Week was held in September 1997 with the aim of promoting a greater awareness and recognition of adult and community education and the role it plays in life long learning. For 1997 the particular themes for Adult Learners' Week were migrants and small business.

Upgrading of the Adult and Community Education Advisory Committee

Late in 1997, the Adult and Community Education Advisory Committee was upgraded with revised terms of reference, and the inclusion of an additional member representing small business on the Committee. In addition the Chief Executive of the Western Australia Department of Training took over as chair of the Committee. These changes were made in order to increase recognition for the role of the adult and community education sector in Western Australia.

Western Australian Strategic Plan for Adult and Community Education

In line with the National Adult and Community Education Policy, endorsed by States and Territories in June 1997, the Western Australian Strategic Plan for Adult and Community Education was developed. The Strategic Plan was developed following consultation with key stakeholders and addresses the goals and strategic objectives of the National Adult and Community Education Policy whilst also reflecting State priorities.

National Strategy Client Groups

Western Australia is committed to improving access to vocational education and training for people with disabilities, Indigenous peoples, people from non-English speaking backgrounds, rural and remote communities and women. During 1997 the following initiatives were undertaken:

People with Disabilities

In accordance with the new role for the Department of Training, the function of the Disability Services Unit shifted to a strategic management role during 1997 and effectively achieved the following:

- represented the Western Australian vocational education and training system on a national Taskforce to canvass the feasibility and desirability of education and training standards based on the *Disability Discrimination Act 1992* (Commonwealth);
- participated in the management of projects of strategic significance to the Department, designed to improve the quality of vocational education and training services for people with disabilities;
- incorporated key legislative requirements concerning people with disabilities into the *Western Australian Quality System for Vocational Education and Training*; and
- provided support to the statewide network of Disability Services Officers and Disability Liaison Officers in metropolitan and regional colleges.

Women

The Department of Training was awarded overall project management for the following two ANTA funded National Women's Vocational Education and Training Strategy projects and state management of another.

Segmenting for Success - a style guide on marketing vocational education and training to women was an outcome from a project designed to identify and disseminate specific promotional strategies to improve women's participation in the vocational education and training sector and improve their employment opportunities. *Segmenting for Success* was a finalist in the Business Development Category and the recipient of the National Centre for Vocational Education and Training Research Encouragement Award in the 1997 Australian TAFE Marketing Awards.

The *Pathways Planning* project researched pathway planning models for women within the adult and community education sector. A resource handbook illustrating many examples of these models has been produced along with a report documenting the research undertaken.

The *Equity and Change* project addresses the area of continuous improvement measures with the aim of demonstrating good practice and an increase in the completions, qualifications, breadth across fields of study and participation, and outcomes for specific groups of women.

The *Tradeswomen on the Move* program visited over 75 high schools, primary schools and community groups whilst touring the metropolitan and South West region to role model a variety of apprenticeships. Approximately 4,000 students were reached and 1,300 *hands on information line* cards and posters promoting New Apprenticeships were distributed during the six week tour period.

Aboriginal and Torres Strait Islander People

Mainstreaming of Borders Wiya Central Desert Project

Beyond the initial implementation and delivery of the ANTA funded Borders Wiya Central Desert Project, Western Australia, South Australia and the Northern Territory have successfully allocated State and Territory resources toward ongoing Indigenous program delivery in this geographical region. The building of three adult education training facilities in the respective States and Territory has enhanced the service provision and emphasis on training for Indigenous peoples living in this remote region.

Essential Services Interstate Cooperative Project

In 1996, ANTA funded an interstate cooperative, comprising Northern Territory and Western Australia, aimed at addressing issues associated with the lack of provision of services for power, water and waste water utilities to remote communities. The program was designed and implemented as a traineeship.

New Initiatives

Initiatives are in place to improve the provision of vocational education and training to remote Aboriginal communities to allow the pursuit and expansion of economic development and employment opportunities. These include:

- Up grading of facilities at Pundulmurra College;
- Expanding program delivery in the Ngaanyatjarra Lands;
- Focusing on cross agency collaborative projects:
    - Murrin Murrin Foundation/Anaconda Nickel mining project, North Eastern Goldfields;
    - Leonora/Laverton Regional Development Authority/DEETYA/WADT provision of strategic training services for Aboriginal programs;
    - Civil Construction Traineeship with the Water Corporation, Civil Construction Federation and DEETYA; and
    - Hamersley/Rio Tinto/DEETYA/WADT Plant Operators Apprenticeship.

People without Adequate English Language, Literacy and Numeracy Skills

Four strategies are in place to ensure access to the vocational education and training system for people with inadequate English language or educational skills.

- Articulation arrangements are now in place for both the *Certificate of General Education for Adults* and the *Certificates in Spoken and Written English*. A number of resource development projects have been conducted to produce teaching and learning resources which are specific to industry contexts for these basic educational courses and suitable for flexible delivery, including one funded under the Adult Literacy National Project.

- Under the Quality System for training organisations in Western Australia, two tools to enhance the performance of providers were developed. A book of *Case Studies in Good Practice for Language, Literacy and Numeracy in Vocational Training* was published and distributed.
- The Volunteer Tutor Scheme and the Enterprising Training Initiative (ENTRI) are two community-based adult literacy programs which provide pathways into vocational training. There have been two initiatives for the Volunteer Tutor Scheme in 1997. An evaluation has been conducted to identify strategic directions for the Scheme and the existing course for training volunteer literacy tutors was revised and accredited to produce *Certificate III: Volunteer Tutoring in Adult Literacy and Numeracy.*

Increased Efficiency

Strategic Resource Management

The Department commenced the move to a three-year rolling planning cycle for the purchasing of training. The College Profile Guidelines reflected 1998 to 2000 industry directions endorsed by the State Training Board and the Minister for Employment and Training. The implementation of the shifts has been staged to maximise the lead time for colleges to adjust their profile resources. The targets are intended to increase the effort in sectors which have been under-serviced to better position the vocational education and training system to reflect current and emerging employment patterns.

A key feature of the 1998 Delivery and Performance Agreements is the use of a new purchasing matrix. The new matrix allows meaningful purchasing of industry training by the Department and greater flexibility for providers to deliver the courses most appropriate to their client requirements. The matrix is constructed using 'WADT Industry Groups' which are sub-divisions of the ANTA Industry Groups, and the 'WADT Levels' which are largely Australian Qualification Framework based.

In 1997, the Department of Training moved to implement User Choice policy with the aim of introducing more competition amongst training providers in the delivery of apprenticeship and traineeship training. The Department called for applications from private providers in September to be contracted to deliver this training. As a result of this application process, eighty private providers and eleven TAFE colleges are available to deliver apprenticeship and traineeship training. These providers make up the Department Contracted Provider List which has been widely distributed to employers.

In addition to training providers, the Department also called for applications from enterprises that wished to deliver training to their own new apprentices and trainees. All eleven enterprise applications were approved to train 342 apprentices and trainees.

Rigorous refund provisions for New Apprenticeship delivery in the 1998 Delivery and Performance Agreements for colleges operating in the User Choice environment ensure that funds will be available for transfer to providers which are successful in attracting business.

A range of competitive programs has been implemented to develop a more open and responsive training market. By the year 2001 it is expected that up to 20 per cent of publicly funded delivery will be 'competitively tested'. Since 1994, the volume of this type of delivery has increased every year from $2.4 million in 1994 to approximately $17.7 million in 1997.

Programs include:

- **Industry Specific** - The purchasing of training programs as highlighted in the State Training Strategy. An amount of $9.6 million was allocated for 1997.
- **Enterprise Specific** - Enterprises are paid 50 per cent of the cost of training to upgrade the skills of their employees. In 1997, a total of $0.15 million was allocated for this program.
- **Access Program** - A DEETYA funded program (approximately $1 million in 1997) targeted at groups disadvantaged in the labour market.
- **Shearer and Shedhand training** - An amount of $0.3 million was allocated for 1997.
- **Painting and Decorating** - Apprentice and pre-apprentice training was tendered in 1995 for the period 1996 to 1999. The 1997 allocation for this program was $0.85 million.

- **Priority Skill Enhancement** - This program commenced in 1997 and aims to upgrade skills of those employed in the metals and engineering industry and in remote communities. An amount of $0.8 million was allocated for 1997.
- **Traineeships** - The Department used competitive processes to develop a list of preferred providers to be selected by employers of trainees. An amount of approximately $5 million was allocated for 1997.

Strategic Asset Management

During 1997, there was ongoing development of an integrated strategic planning and priority setting process for capital works and asset management, which accommodates the State Treasury's Strategic Asset Management framework. Strategic Asset Management is the comprehensive management of asset demand, procurement, use, maintenance, operation, rehabilitation, disposal and replacement to maximise the return on investment at the required standard of service. It covers the following broad areas of activity:

- **Strategic Planning** - This involves the identification of the Department's strategic directions and service delivery strategies.
- **Asset Planning** - This involves the identification of the asset implications of the Department's service delivery strategies. It covers a multitude of issues and policies including capital and recurrent funding, service delivery strategies, demand management, risks and site master planning.
- **Portfolio Acquisition** - This covers the need for additional infrastructure and the refurbishment of existing infrastructure and includes the Project Initiation Process (PIP). This involves the rigorous analysis of the justification for, and eventual delivery of, new assets. The five phases of PIP are concept, evaluation, definition, delivery and review.
- **Portfolio Management** - This covers the optimal use of existing assets. It includes facilities management, memorandum of understanding, utilisation, maintenance, energy conservation and management, management of access for people with disabilities, asset registration.
- **Portfolio Rationalisation** - This covers the realignment, recycling, or disposal of existing land and buildings.

Tender Management

Increased competition in the vocational education and training sector has provided benefits which have been reflected in greater responsiveness, quality, accessibility and efficiency. The skills needs of industry change constantly and the tendered programs are better able to respond to those needs in a timely manner.

Systems have been put in place to improve the efficiency of tendering and to ensure that contracts are managed effectively. As a result, the Department's Training Markets unit, with a very small number of staff, manages most of the tenders for training programs and has its tender processes accredited to ISO 9002 quality standards. During 1997, the Department implemented a policy to ensure that all tenders for training and related services are carried out in accordance with ISO 9002 accreditation.

Monitoring the Performance of the Vocational Education and Training Sector

To improve the performance, responsiveness and efficiency of vocational education and training in Western Australia, a series of surveys and reviews are undertaken each year. The projects conducted in 1997 to obtain client views and monitor the performance of the vocational education and training system were:

Student Satisfaction Census 1997 Western Australia
The census sought current students' views on the quality and relevance of vocational education and training. A total of 18,217 students (52 per cent) responded to the initial mail out of the survey form.

A student census, rather than a student sample survey, was conducted due to the high statistical accuracy needed when the Department evaluates the success of system changes to vocational education and training. Information from the census will be used to improve the system's ability to respond to the needs of students, to monitor college performance in achieving agreed delivery profiles and act as a benchmark for future student satisfaction surveys.

Identification of the Adult Community Education Sector and its Role in the Western Australian Vocational Education and Training System

The purpose of this project was to:

- identify and describe the adult and community education sector in Western Australia with the development of a 'map';
- examine and report on the relationship between adult and community education and vocational education and training, including existing pathways between adult and community education and vocational education and training; and
- compare adult and community education arrangements in other States and Territories.

A survey by mail and telephone resulted in 197 responses from adult community education providers. These included TAFE, other government, community and private providers, with the number of learners at the various institutions ranging from 20 to 450 learners per week.

The information will assist in the development of policy positions in relation to the adult and community education sector generally and the adult and community education sector's relationship with vocational education and training.

Review of Flexible Delivery at Joondalup Campus of North Metropolitan College of TAFE

The objective of the review was to assess the educational effectiveness and efficiency of flexible delivery at the Joondalup Campus of the North Metropolitan College of TAFE.

The scope of the review included determining:

- the extent to which the campus was meeting college objectives and its mission;
- the degree to which agreed outcomes were achieved in accordance with the College Delivery and Performance Agreement;
- the extent to which the campus was meeting the education and training needs of learners and industry;
- the efficiency with which the campus conducts flexible learning operations; and
- appropriate benchmarks against which the performance of the campus could be judged.

The findings of the review will be used to develop strategies to meet the needs of students and industry, as well provide a benchmark for future performance assessments.

National Centre for Vocational Education and Research (NCVER) National surveys

The State also participated in the *TAFE Graduate Destination Survey 1997* and *Employer Satisfaction with Vocational Education and Training 1997* managed and coordinated by NCVER. Information from the surveys will be used in Western Australia to improve the system's ability to respond to the needs of students and industry.

PLANS FOR THE FUTURE

Western Australia's vocational education and training system will continue to contribute to the growth and development of the State through the provision of a training system that is easy to access and operates at the leading edge, to develop skills and competencies required in the contemporary workplace.

Within the context of Western Australia's vision for training and employment - *A secure future for all Western Australians through training, skills and jobs* - a number of guiding principles have been developed that underpin the State Training Strategy. These principles also provide a framework for guiding future decision making through the identified strategic directions and priorities for each principle.

The following list of "desired outcomes" is a summary of the major statements, principles and strategies contained in the State Training Strategy. These "desired outcomes", when viewed together, provide a detailed strategic direction for meeting the State Government's vision for vocational education and training in Western Australia to the year 2010.

Major Vocational Education and Training System Outcomes Sought

- Safeguarding the current and future economic and regional development of the State by matching or exceeding industry workforce qualification benchmarks of other States, to facilitate increased Western Australian industry competitiveness.
- Increasing investment and involvement in Western Australian vocational education and training and the level of internationally recognised vocational education and training qualifications within its workforce.

- Aligning and integrating policy and strategic initiatives of local, regional, state and national public sector agencies within Western Australian industry workskill priorities and cost effective purchase of vocational education and training provision to increase the availability of a quality skilled workforce for industry.
- Ensuring that all Western Australians, when they enter the workforce, have the knowledge, confidence and skills development needed to support life-long learning and individual and enterprise productivity.
- Ensuring that the Western Australian business community has the knowledge, motivation and training products and services required to support ongoing organisational learning, and are provided with support mechanisms that facilitate workplace learning and an industry training culture.

Strategic Priorities

Underpinning the above desired outcomes are a number of strategic priorities including:

- implement an integrated, coordinated approach to planning short, medium and long term directions for vocational education and training that will result in a demand rather than supply driven training system;
- measure stakeholder satisfaction with information provided about the vocational education and training system;
- increase access to accredited vocational training for year 11 and 12 students;
- develop strategic alliances with public and private sector agencies to improve coordination of training and employment services for Indigenous peoples;
- continue to measure and improve the outcomes of the vocational education and training system;
- develop an online delivery strategy for vocational education and training products and services, in collaboration with the network of providers;
- develop and implement a flexible delivery framework;
- develop guidelines to facilitate the interface between vocational education and training and higher education;
- implement legislative and policy reform to support the introduction of New Apprenticeships; and
- conduct targeted research into entry level training.

Key processes in strategic resource management during 1998 will include:

- developing and piloting resource allocation mechanisms that shift the funding process more towards outputs and outcomes;
- ensuring that resource allocation mechanisms encourage the implementation of Training Packages, User Choice and, where appropriate, new modes of delivery; and
- identifying gaps between planned and actual delivery by industry areas and developing and implementing strategies to reduce identified shortfalls.

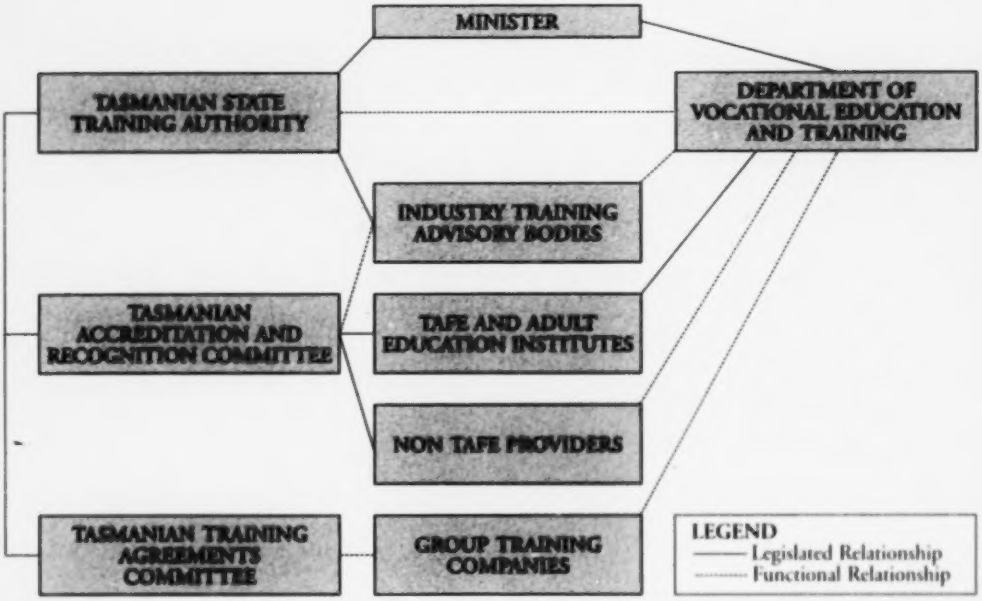
Major new facilities to be completed in Western Australia during 1998 include:

- The first phase of extensive modifications to the Bunbury Campus of the South West Regional College will be completed. The project, with a total estimated cost of $9.5 million, will improve the effectiveness and efficiency of facilities for science, engineering and trades, in response to industry demand in the South West region.
- Refurbishment and expansion of the Alexander Gallery building will allow for the consolidation of programs delivered by the Western Australian School of Art and Design. The project's total estimated cost is $5.5 million.
- The Learning Resource Centre at the Joondalup campus of West Coast College of TAFE (total estimated cost $9.8 million) will provide student amenities to support the flexible delivery operation of the campus.

TASMANIA

INTRODUCTION

The Tasmanian Vocational Education and Training System


MINISTER
TASMANIAN STATE TRAINING AUTHORITY
DEPARTMENT OF VOCATIONAL EDUCATION AND TRAINING
INDUSTRY TRAINING ADVISORY BODIES
TASMANIAN ACCREDITATION AND RECOGNITION COMMITTEE
TAFE AND ADULT EDUCATION INSTITUTES
NON TAFE PROVIDERS
TASMANIAN TRAINING AGREEMENTS COMMITTEE
GROUP TRAINING COMPANIES
LEGEND
—— Legislated Relationship
········ Functional Relationship

In Tasmania in 1997 vocational education and training was governed by the *Vocational Education and Training Act 1994* as a responsibility of the Minister for Education and Vocational Training. The Minister was supported by the Tasmanian State Training Authority (TASTA) in relation to policy and planning, and by two statutory committees, the Tasmanian Accreditation and Recognition Committee (TAReC) and the Tasmanian Training Agreements Committee (TTAC), which have executive powers in relation to recognition of training and managing training agreements.

The Minister was supported administratively by the Department of Vocational Education and Training (DVET). The department provided secretariat services for TASTA, TAReC and TTAC and system level direction of and support for TAFE institutes and the Institute of Adult Education.

In March 1997, the wide ranging *Review of TAFE and Adult Education* commissioned by the Minister for Education and Vocational Training tendered its report and the Tasmanian Government agreed to implement key changes to Tasmania's vocational education and training system. A single statutory authority known as TAFE Tasmania, to comprise five institutes serving industry and occupational areas on a statewide basis and replacing regional institutes and the separate Institute of Adult Education, was established through the *TAFE Tasmania Act 1997*, to be operational from 1 January 1998. The establishment of TAFE as a statutory authority provides for a greater separation of the purchaser and public provider of vocational education and training through the independence of TAFE, the public provider, from DVET.

ACHIEVEMENTS IN 1997

- In 1997, implementation of recommendations of the *Review of TAFE and Adult Education* commenced with planning for a new TAFE structure, separated from the Department of Vocational Education and Training, to enable TAFE to serve industry and occupational areas on a statewide basis and to:
    - reduce administrative overheads;
    - increase utilisation of buildings;
    - provide TAFE with greater autonomy;
    - encourage a focus on meeting training needs;
    - improve links with industry; and
    - separate purchaser and public provider roles.
- Trainee commencements increased by 32 per cent in 1997 compared with 1996. This continued the strong growth in trainee commencements reported for the previous year.
- In 1997, there was a 31 per cent increase, compared with 1996, in the number of schools, both public and private, which were registered as vocational education and training providers. Schools issued 766 full vocational education and training certificates, together with 426 individual statements of attainment.
- Achievements which enhanced participation and outcomes for groups under-represented in vocational education and training included:
    - implementation of an action plan for continuous improvement in the provision of vocational education and training services to people with a disability;
    - initiatives which increased vocational education and training participation for rural women;
    - increased child care support;
    - increased participation by Aboriginal and Torres Strait Islander people;
    - new point delivery of advanced English for migrants programs in regional locations;
    - integration of literacy training into programs for people without adequate literacy and numeracy skills; and
    - flexible learning initiatives to increase access for rural clients.

[illegible]

- Construction of a new $7.4 million metal fabrication training facility was completed in 1997, to meet the need for on site training at Incat, which has established a position of world leadership in the design of large aluminium catamaran vessels under the agency's Strategic Asset Management Plan. The planning phase for a $10 million infrastructure project was also undertaken for redevelopment at the Launceston Institute of TAFE, allowing the consolidation of departments and administration. Student access will be enhanced through flexible design incorporating multi-purpose facilities, specialised facilities for people with disabilities, and the meeting of current standards for occupational health and safety.
- DVET continued the expansion of activities to develop the training market through continuation of competitive bidding, and an expansion of User Choice funding mechanisms to all traineeships and first year training in three apprenticeship areas: hairdressing; fitting and turning; and electrical mechanics. The number of registered training providers increased 25 per cent from 1996 to 1997.

- Additional training provided through industry and enterprise skill centres enabled a "just in time" response to emerging training needs in industries of strategic significance to the State, including Starwood Australia Pty Ltd, a medium density fibreboard manufacturer; Cassaveen, a niche market exporter of high quality woollen knitted garments; and Blundstone Pty Ltd, a footwear exporter. The development of the skill centres also contributed to the creation of a broader training market.
- The 1997 Graduate Destination Survey showed that 81 per cent of Tasmanian TAFE graduates were in work after completing a TAFE course compared with a national average of 71 per cent. Sixty three per cent of graduates who were unemployed before commencing their TAFE course found work after graduation, compared with a national average of 46 per cent.
- Group training companies continued to achieve strong growth, particularly in traineeship numbers. As at December, 1997 they employed over 1000 apprentices and trainees or 20 per cent of all apprentices and trainees in Tasmania. This was an increase of two per cent on the previous year.
- The agency undertook a range of initiatives as part of the State's continuing commitment to financial management reform. Tasmanian Budget papers were presented on the basis of output methodology and revised key effectiveness and efficiency indicators for vocational education and training were published in Budget papers, extending the range of performance information. Full accrual accounting was implemented by the agency, enabling more accurate reporting of financial information. An asset management plan was developed.
- Revision of financial, human resource and student management information systems continued, further enhancing the timeliness, efficiency and value of data available to the Government and the agency.
- National achievements included management of the 1997-98 Small Business Professional Development Best Practice Program on behalf of DEETYA and management of two best practice projects: *Implementing Workplace Training for Production Horticulture Workers at AQF Level 1 to 3* managed by Tahune Fields, a division of Oak Enterprises, and *Beyond RP: Developing a Flexible Skills Recognition Service*, managed by Enterprise Design Associates (EDA). A number of Tasmanian vocational education and training students also gained national awards.
- Flexible delivery was extended through a number of initiatives, including:
  - the Tasmanian launch of the Education Network Australia (EdNA) web as a comprehensive directory of electronic education and training resources;
  - the TAFE Atrium project to implement on-line training delivery;
  - access to flexible delivery for multiple module options through the Launceston TAFE based TAFETRAIN initiative;
  - operation of business open learning centres at TAFE campuses at Hobart, Burnie and Devonport; and
  - continued development of print based and computer managed learning.
- Implementation of the National Training Framework including New Apprenticeships was achieved through:
  - providing information and marketing activities relating to new arrangements including the introduction of Training Packages;
  - streamlining regulatory arrangements;
  - reviewing administrative procedures for lodgement of training agreements;
  - transferring responsibility for issuing awards from the Tasmanian State Training Authority to registered training organisations; and
  - review of registration procedures for training organisations.

Greater Responsiveness

Opening up the Training Market

As previously detailed, DVET continued the expansion of activities to develop the training market through the continuation of the allocation of funds through competitive bidding, and an expansion of User Choice arrangements. Implementation of User Choice arrangements was facilitated through public information sessions conducted at intervals in all regions of Tasmania and by widespread dissemination of User Choice kits. Further expansion of the training market also resulted from approval of skill centres.

Distribution of Training Between Industry Sectors

In 1997, the Tasmanian Training Profile was the key planning instrument through which the Tasmanian State Training Authority advised the Minister on the direction of resources towards meeting the needs of industries and community. In determining priorities, advice was sought from industry training advisory bodies and other industry interests. Advisory mechanisms included representatives of target groups agreed by Ministers, TAFE institute councils, peak employer and employee organisations and Tasmania-Development and Resources. Monash/Syntec forecasts, advice from the DVET Research Branch and documents published by the Tasmanian Department of Treasury and Finance were additional sources of information.

Planning took into account national and State policies and priorities and factors such as the strategic importance of industry sectors to the Tasmanian economy, evidence of emerging skill shortages, expected output and employment growth in identified industries and occupations, and changes in technology and work practice.

Industry Training Advisory Boards (ITABs)

Industry training advisory boards (ITABs) continued to provide advice to TASTA and the Department of Vocational Education and Training regarding vocational education and training for their industry sectors.

During 1997, guidelines for ITAB industry vocational education and training plans were refined to more closely align with information required to inform the 1999 State Vocational Education and Training Plan.

Revised performance agreements were also implemented to simplify agreements and to ensure that they more accurately reflected the current role of ITABs.

The Australian Training Information Network

The project phase of the Tasmanian part of Australian Training Information Network (TRAIN) was completed in March 1997, and the agency is now maintaining easy to read information papers about vocational education and training on the TRAIN web site and adding new papers as required. Use of the web site continues to grow with Internet availability.

Flexible Training Initiatives

Increased flexibility in training provision in 1997 resulted from a range of activities.

- The Education Network Australia (EdNA) venture enabled teachers and learners to benefit from emerging communication technologies including the Internet. The EdNA web site includes a comprehensive directory of electronic education and training resources. The Department of Vocational Education and Training was responsible for adding all Tasmanian vocational education and training and adult and community education web sites to the EdNA directory and undertook an awareness campaign preceding the launch of EdNA.
- The Launceston Institute of TAFE's new child care learning centre, officially opened in February 1997, provided a state-of-the-art child care facility for vocational education and training students and staff, coupled with a highly innovative training program operating as an action learning model with students, teachers, and child care staff working as a team.
- Access to vocational education and training by rural clients was increased through a joint school and Launceston Institute of TAFE project resulting in computers and part-time teaching assistance being made available to residents of George Town, a rural community with high unemployment levels and a declining industry base. Students enrolled in modules, booked time on computers, and worked through learning guides at their own pace, with assistance being provided through a rostered teacher or direct telephone link with TAFE. High enrolment and completion rates indicated successful outcomes.

- The "Atrium" project team gained a national reputation as an innovative leader in the implementation of on-line delivery. Joint partners with the North West Institute of TAFE are Canberra Institute of Technology, South Australian TAFE, and CY O'Connor TAFE in Western Australia, with UNITEC Corporation. Outcomes of the project in 1997 included progression of site development, near completion of an on-line AVETMISS compliant enrolment system, incorporation of an on-line student feedback mechanism, and development of a mandatory introductory module. Site demonstrations have been presented to local, state and international government and industry groups.
- TAFETRAIN Flexible Delivery Options at the Launceston Institute of TAFE opened for 56 hours per week, 48 weeks per year in 1997. A benchmark target was set for 120 enrolments for the first six months and increased to 520 by December 1997. While initially only computer modules were offered, a broader range of offerings was available by the end of the year. The centre has allowed for greater flexibility to cater for individuals wishing to undertake modules that would not normally be offered due to small numbers.
- An independent survey completed in December 1997 showed that participation rates for students with some type of disability in TAFETRAIN was 19 per cent compared to a four per cent rate across TAFE Tasmania. Some 75 per cent of participants were female and 75 per cent were aged between 30 and 60 years. A total of 33 per cent chose TAFETRAIN because it accommodated their work requirements and 32 per cent indicated that it catered for child and family arrangements.
- Business open learning centres were established at the Burnie and Devonport TAFE campuses in mid 1996. This initiative was expanded in 1997 to include a broad range of traineeships in business, including retail and office skills and sport and recreation. The centre accepts enrolments on any day, offers assessment on demand and allows students to work at their own pace. The Hobart Institute of TAFE established an open learning centre in March 1997. The Diploma of Office Management was also offered statewide for the first time in 1997 as a new flexible learning program for office administrators and secretaries.
- The Tasmanian School of Wooden Boatbuilding integrated flexible on-site delivery with training for small business. A broad range of competencies including small business management fundamentals enabled Australian and international students to access a wide range of employment opportunities.
- Other flexible delivery initiatives which were maintained or extended by TAFE and non-TAFE providers during 1997 included rolling intakes of students (thus improving utilisation of resources and facilities and providing a more immediate response to client needs), continued development of flexible delivery resources and assessment tools to facilitate on-site delivery of training, and further development of print based and computer managed learning.

Small Business Initiatives

During 1997 Tasmania completed the Retail Workplace Assessment project and received DEETYA funding for a range of projects under the national Small Business Professional Development Best Practice Program. The projects approved for Tasmania in 1997 were to:

- build on the 1996 program; and
- encourage innovative approaches to stimulate small business demand for quality professional development.

The Retail Workplace Assessment Project developed and trialed a range of good practices to be used when promoting and delivering professional development to small business owners/managers.

Forty six retail small business owners/managers were successful in completing a workplace assessor course structured to meet their needs. Participants' workplaces were visited by providers prior to the course commencement. Course times were set to meet the participants' schedules and final assessment of competence was conducted in their own workplace.

Projects approved and due for completion in 1998 were:

- Tasmanian West Coast Cluster Project;
- Share Dairy Farming - Mentoring Project;
- Food Safety Plan Project - Tasmanian Food and Beverage Association;
- East Coast Project - Tasmanian Chamber of Commerce and Industry;
- Automotive - Tasmanian Automobile Chamber of Commerce; and
- National Retail Project.

Enhanced Quality

National Achievements

Best practice projects undertaken in Tasmania in 1997 documented best practice as follows.

- *Implementing Workplace Training for Production Horticulture Workers at AQF Levels 1 to 3* was a project managed by Tahune Fields which commenced operation as a sheltered workshop and is now the largest producer of commercial young apple trees in Australia. People with a disability make up 50 per cent of the workforce of the enterprise, which is largely self-sufficient. Structured training and accreditation were developed suitable for employees with low levels of literacy or entering production horticulture. The project produced a "how to" manual to be used by similar organisations to develop quality training in production horticulture to meet specialised needs. A host organisation, the Endeavour Foundation in Queensland, was assisted with implementation of formal training in horticulture as part of the dissemination phase. The final resource kit included an interactive CD Rom and the *Train to Gain* video package developed by the Rural Training Council of Australia. Key components of this kit will be available on the Internet by May 1998.
- *Beyond RPL: Developing a Flexible Skills Recognition Service* was a project managed by Enterprise Design Associates (EDA), aimed at illustrating the commercial nature of the various service delivery options which EDA has developed for its recognition service for Certificate IV in Workplace Training Category II. The EDA system combines a number of key elements which may be customised to suit clients' needs and circumstances. The key product resulting from the project is a publication containing detailed practical advice and guiding principles for developing and managing a flexible recognition service, including economic, management and marketing factors, principles and key components of a recognition service, quality assurance, resource materials, and support services.

At the 1997 Australian Training Awards, John Dickson was runner-up in the national 1997 Aboriginal and Torres Strait Islander Student of the Year category.

In the national finals of Workskill Australia, the following results were achieved:

- Peter Harder, employed by West Coast Transport, gained first place in heavy vehicle mechanics;
- Richard Daking, employed by AE Auto Electrical, gained first place in automotive electrical (demonstration);
- Bradley Woodberry, employed by the High Country Bakehouse won second place in bread baking;
- Amy Limbrick, employed by the Wrest Point Hotel-Casino, gained second place in waiting;
- Alannah Searle, employed by Lenna of Hobart, gained third place in cookery;
- Anita Prigmore, employed by Allsorts Haircutters, gained third place in ladies hairdressing; and
- Matthew Heather, employed by Hume and Kerrison, gained third place in detailed joinery and shopfitting.

During 1997 the North West Institute of TAFE participated in the national pilot of the Frontline Management Initiative. This fostered development of industry and training provider links across the nation through facilitating access to and supporting a range of forums. Strategies included innovative solutions such as video conferencing, use of the Internet and satellite broadcasts.

In 1997 Tasmania was appointed as national managing agent for the 1997-98 Small Business Professional Development Best Practice Program on behalf of DEETYA. The program aims to encourage innovative approaches to stimulate small business demand for quality professional development.

The three major elements which Tasmania is responsible for coordinating are:

- funding of and support for Small Business Professional Development projects;
- a national communications strategy; and
- a national evaluation of the program.

A total of 25 projects trialing a range of professional development models, were funded in 1997. Projects are managed through State and Territory Training Authorities. A number of projects are building regional or industry networks/clusters, while others are working more intensively with individual small businesses using industry or provider expertise. The majority of the projects will conclude in late 1998.

Outcomes to date include:

- an increased number of collaborative interstate projects;
- wide industry coverage including transport, community services and health, retail, rural, food processing and information technology;
- development of resources including a project planning and evaluation kit;
- commencement of a national communications strategy; and
- a national meeting of project managers and State and Territory coordinators with the Commonwealth and managing agent, facilitating a national network.

Implementation of the National Training Framework including New Apprenticeships

The following outcomes were achieved in 1997.

- Information and marketing activities ensured that clients and staff became familiar with new arrangements.
- Mail-outs to all registered training organisations included information on the availability of the National Training Information Service (NTIS). Information was also disseminated at registration workshops.
- Workshops on registration processes and quality were conducted statewide. The workshops provided information to training providers and employers on registration and endorsement processes and the responsibilities of registered training organisations.
- Tasmanian State Training Authority consultants undertook substantial professional development in relation to:
  - Training Packages;
  - training agreement processes;
  - registration of training organisations; and
  - increased use of information technology.

Streamlined regulatory arrangements were achieved through the following activities:

- Review of administrative procedures for lodgment of training agreements included review of the training agreement to ensure consistency with the national model training agreement by 1998, and exploration of options through the CELTA pilot.
- User Choice funding arrangements were linked to the requirements of legislation, particularly in relation to on-the-job training, by development of policy approved by the Tasmanian Accreditation and Recognition Committee (TARec).
- Changes to regulatory arrangements to ensure consistency between the Australian Recognition Framework (ARF) and the introduction of New Apprenticeships included clarification of the role of registered training organisations (RTOs), particularly in relation to on-the-job training and transfer of responsibility for issuing awards from the Tasmanian State Training Authority to registered training organisations.

National portability of skills and qualifications was enhanced through the following activities.

- The Tasmanian Accreditation and Recognition Committee (TARec) ensured all new qualifications adhered to Australian Qualification Framework requirements.
- Qualifications pre-dating the Australian Qualification Framework were phased out.
- Advice on the availability of Training Packages was provided to prospective registering training organisations through mail-outs and a quarterly newsletter.
- Qualifications which duplicated Training Packages were not accredited.
- National Framework for the Recognition of Training (NFROT) based course accreditation requirements were enforced through TARec.
- Mutual recognition for organisations registered in Tasmania and wishing to operate in other States and Territories was brokered through exchange of letters between TARec and registering authorities in other States and Territories.
- All claims by organisations registered in other States and Territories to operate in Tasmania were acknowledged and accepted.
- Any claims for non-acceptance of qualifications issued by other registered training organisations were investigated.

Implementation of the Australian Recognition Framework (ARF) by January 1998 involved the following preparatory activities.

- Registration procedures were reviewed to move from course based to whole of training organisation registration.
- New guidelines for registration were developed and endorsed for implementation by January 1998.
- Initial consultation was held in relation to a review of relevant Tasmanian legislation.
- A new registration fees schedule was developed and endorsed subject to legislative approval.
- A new registration database was developed.
- Statewide workshops on registration and quality endorsement were provided.
- A consultant was employed to develop quality endorsement processes.
- Quality endorsement guidelines were endorsed for implementation in 1998.
- Booklets and brochures were produced for training organisations on key features of the ARF.
- Deeming and transition arrangements were developed and information disseminated to all registered training organisations via workshops, statewide mail-outs and individual consultations.

Development of training products and services responsive to industry training requirements was ensured through:

- a requirement for course developers to seek out or develop standards to underpin course-based qualifications; and
- dissemination, through workshops and mail-outs, of advice in relation to the introduction of Training Packages and the key features of the ARF, including assessment-only services.

In 1997, the Overseas Qualifications Unit assessed and processed a diverse range of enquiries, meeting the needs of clients with overseas qualifications for specialist recognition services.

Industry Training Advisory Board (ITAB) Activities Relevant to Implementation and Marketing of Training Packages

Industry training advisory boards contributed to the development of national industry competencies and national Training Packages, and promoted numerous national products and services, including new Training Packages, competency standards, and changes in vocational education and training, within their areas of industry coverage.

Staff Development

Key areas of focus in 1997 were:

- teaching and learning;
- training reforms (Framing the Future); and
- organisational development.

The agency encouraged and supported teaching staff to gain Workplace Assessor and/or Workplace Trainer Category 2 qualifications, whilst continuing its support for those enrolled in the Bachelor of Adult and Vocational Education offered by the University of Tasmania. Pathways between the two programs occurred through agreement on articulation arrangements with the University.

Assessor training for staff at the Launceston Institute of TAFE was based on the highly innovative, cost effective and manageable methodology used by the Ballarat School of Mines. Methodology adhered to assessment principles. It involved "pairs" of candidates working through the stages and processes of assessment together, then providing a fully detailed written and verbal report to the assessor/trainer and a number of other "pairs". Both the candidate and his/her partner were questioned rigorously by the assessor/trainer and the group, exposing all members of the group to a wide range of assessment types, practices, experiences and issues and an opportunity for feedback to one another. A high standard of performance resulted from peer interaction.

A project managed by the DVET Staff Development Unit received 1997 ANTA Framing the Future project funding. The project team comprised representatives from the five Tasmanian TAFE institutes, DVET central office and an industry training advisory board, and was facilitated through an action learning methodology. The project product is an on-line guide to Training Packages, designed for hands on practitioners such as full-time and sessional TAFE teachers and Adult Education coordinators.

In 1997, return to industry initiatives assisted TAFE staff in the development of Training Packages and resources, and provided a refamiliarisation with workplaces. Industry training advisory boards reported active involvement in projects involving the return to industry of TAFE staff in a range of industry areas including textiles, electrical, automotive and metals.

Improved Accessibility

New Apprenticeships

In 1997 Tasmania continued to build on training reforms implemented in 1996, increasing access to structured training pathways. Outcomes included:

- expansion of training into new areas of aquaculture, communication, community and health services and information technology;
- establishment of the Tasmanian Vocational Education and Training in Schools Advisory Committee, chaired by the Chair of the Tasmanian State Training Authority, to oversight the development of vocational education and training in schools;

- expansion of accredited vocational education and training delivered by enterprises, which comprised 25 per cent of Tasmanian registered training providers in 1997; and
- facilitation through TAFETRAIN and open learning centres of rolling starts for trainees across a range of business and office related traineeships in all regions of Tasmania, and improved access for employers to flexible training support for their trainees.

Increased Vocational Education in Schools

Vocational education and training in schools increased substantially in 1997. 19 per cent of students enrolled in post year 10 programs in schools and colleges undertook study of accredited vocational education and training, resulting in the issuing of 766 certificates and 462 statements of attainment related to AQF qualifications. Employers provided 23,000 days of structured workplace training to support the attainment of these qualifications.

Key achievements included:

- partnerships between schools and TAFE to provide effective and relevant combined general education and vocational education and training;
- the formation of the Tasmanian Vocational Education and Training in Schools Committee to oversee the development of vocational education and training in schools. The committee has initiated a range of working groups which involve vocational education and training agencies, government, the Catholic and independent schools sectors and the Tasmanian Secondary Assessments Board in provision of policy development and advice; and
- registration in 1997 of 21 schools and colleges to deliver 31 accredited vocational education and training courses.

Group Training Schemes

The Department continued to fund Group Training Companies under joint policy arrangements with ANTA. Funding was provided for administrative assistance and outcomes through performance agreements. Performance agreements provided for companies to receive additional incentives for commencements and completions for people from identified client groups. Companies were also required to attain minimum, negotiated performance levels to be reflected in their operational plans. This included strategies to improve on-the-job monitoring, increase client group numbers, small employers and expansion into new industries. Before receiving their full funding allocation, companies were required to demonstrate achievement of agreed performance levels.

Group Training Companies continued to achieve strong growth, particularly in traineeship numbers. As at December, 1997 they employed over 1,000 apprentices and trainees or 19 per cent of all apprentices and trainees in Tasmania, compared with 17 per cent in 1996. This is an increase of two percentage points on the previous year.

Target Groups

Participation and outcomes for target groups were enhanced in 1997 through a range of activities.

Initiatives for people with a disability included:

- implementation of an action plan (under the *Disability Discrimination Act, 1992*) which represents a commitment to continuous improvement in the provision of vocational education and training services;
- establishment of a part-time disability liaison officer for the north-western region of the State;
- continuation of funding for support services and purchase of adaptable technology;
- initiation of an ANTA funded *Equity Demonstration Strategy* project: *Training Brokerage and Support for People with Disabilities in the Retail, Tourism and Hospitality Industries*; and
- upgrading by the Institute of Adult Education of its access for people with disabilities in the south, and increased provision of accredited literacy and numeracy courses for people with disabilities using specialist trainers.

Measures to increase women's participation in vocational education and training included identification of women's needs, recognition of women's prior learning, provision of more places for women, provision of support services to enhance women's participation, and monitoring to report women's progress. The following initiatives were undertaken.

- Advice to senior management on key issues was based on consultation with women stakeholders through the Women in Vocational Education and Training Advisory Committee.
- Women's needs were formally identified in the proposed *Tasmanian Implementation Plan for Women In Vocational Education and Training.*
- A pilot was conducted on the east coast of Tasmania to increase participation rates of rural women in vocational education and training through providing support for women enrolling in vocational education and training programs. The project resulted in an increase of 59 per cent in female TAFE enrolments over 1996 enrolments in the region.
- The Department increased child care subsidy funding.
- A *Tradeswomen on the Move* project improved employment outcomes of women in non-traditional areas, with 35 women gaining permanent employment while 14 women gained part-time employment.
- Women's Transition programs comprising a variety of accredited national modules and based on recognising participants' prior learning were conducted for women from rural and isolated areas, in addition to programs provided in central locations. Many participants chose to undertake further training.
- In 1997, in excess of 1,000 copies of the booklet, *"RPL Means Getting Credit Where It's Due ..."* J. Crothers, (1996), produced by the Institute of Adult Education through an ANTA grant, were requested by training providers throughout Australia. This booklet targets women who have acquired competence through life experiences.

During 1997, participation by Aboriginal and Torres Strait Islander people in TAFE increased by 37 per cent.

Measures to increase participation by Aboriginal and Torres Strait Islanders included consultation with stakeholders, monitoring of participation and graduation rates, and provision of integrated support services through the employment of regional Aboriginal vocational education and training officers. Initiatives included:

- continuation of a support program for young offenders and people on probation, parole, or serving work orders;
- enterprise learning by teleconference;
- an introductory hospitality course;
- an introductory land care training course; and
- a wooden boat building course.

For people from non-English speaking backgrounds, Advanced English for Migrants programs were delivered in a number of regions of Tasmania. A report was also commissioned into the vocational education and training needs of people with language backgrounds other than English. The report investigated current needs, barriers and key issues for clients.

The number of qualified interpreters in Tasmania was also increased, expanding the level of support available for people of non-English speaking background. Through collaborative activity by the Institute of Adult Education's Adult Migrant English Service and the Royal Melbourne Institute of Technology, five languages were offered with an 86 per cent pass rate for participants.

Literacy training was integrated into programs, and support services were provided for people without adequate social, literacy, and numeracy skills. The Institute of Adult Education offered an increased range of accredited language and literacy courses, providing increased access for people without adequate social, literacy and numeracy skills including unemployed and Indigenous peoples.

An initiative targeting all under-represented groups was the development of a transition training model incorporating case management of individuals from enrolment to achievement of qualifications. A short course, *Key Competencies*, was developed as a component of this transition training model.

Increased Efficiency

In 1997, the agency undertook a range of initiatives as part of the State's continued commitment to financial management reform.

Outputs and Corporate Planning

The development of output based budgeting in Tasmania has continued with the Tasmanian Budget papers being formulated and presented on the basis of output methodology. The State will soon be moving to include outcome definitions and specifications in the Budget papers. The agency's outputs were reviewed and revised to prepare for the separation of the agency's purchaser role from the public provider role from 1 January 1998. The redevelopment of the agency's corporate plan commenced in 1997, also reflecting the changing focus of the agency on policy and purchasing.

Key effectiveness and efficiency indicators for vocational education and training were published as part of the State Budget papers, extending the range of performance information. These were:

- annual hours of curriculum from 1994 to 1996 by industry sector;
- module load completion rate 1994 to 1996;
- unit cost of vocational education and training provision (all States), 1995;
- gender participation in vocational education and training as a percentage of the population aged 15-64 years, 1996;
- knowledge about further education and training providers;
- advertising recall for TAFE and university;
- training agreements for apprenticeships and traineeships in Tasmania, 1996-1997;
- registered providers of vocational education and training in Tasmania, 1996-1997; and
- actual versus planned vocational education and training delivery, 1995 and 1996.

Accrual Reporting and Asset Management

Financial statements for the 1996-1997 financial year were produced by the agency on an accrual basis, with accounting being on a full accrual basis from 1 July 1997. This change meets the requirements of the Tasmanian Government's financial reform strategy. The implementation of accrual accounting also enables the agency to obtain and report accurate information on its true financial position, as is the practice with external corporate structures.

Asset Management

Development of an asset management plan commenced in April 1997. The plan will ensure that the best use is made of physical assets. It will incorporate asset acquisition and disposal, operational policy, maintenance, risk management, and funding. A visual data base was also established which provides a comprehensive, up-to-date register of all physical assets. Information generated by the system will assist with space planning, asset tracking, property management, building maintenance, and health and safety information.

Development of Management Information Systems (Including Financial, Human Resource and Student Data Systems)

In 1997, development of management, financial, personnel and student management information systems continued, enhancing the timeliness, efficiency and value of data available to the agency and to government.

Development of student management information systems continued throughout 1997. These initiatives aimed to make systems compliant with the AVETMIS Standard, to improve internal record keeping and to institute performance reporting.The TAFE management information system (TAFEMIS) was enhanced to meet the extra requirements of AVETMISS Release 2. The software was also changed to a fully globalised format, meaning that access to all TAFE enrolment information is now available from any location.

The DVET data warehouse was further developed in 1997 and is now in testing stage. This warehouse brings together information from various information systems (human resources, finance, student databases, etc) and enables management to combine information, produce performance reports, and undertake forward planning. The data warehouse was further developed in 1997 and is now in testing stage.

Implementation of the AVETMIS Standard within the private training sector continued through 1997. Providers have been encouraged to upgrade their technology and purchase or develop their own management information systems. DVET continues to assist providers in this by providing resources and assistance as required. The result is that providers are more able to provide information about their training activity according to the AVETMIS Standard.

In 1997, the agency continued implementation of an integrated human resource management system. Key tasks included streamlining the casual payroll system, implementing a leave module, reviewing operating controls, and developing a reporting system for managers.

Further implementation of the agency's new financial management information system, installed in 1996 in accordance with the State Government's financial reform strategy, occurred in 1997. Design and development work was undertaken on a purchasing/commitments model and a fixed asset management module. The system provides full accrual and cash accounting and reporting facilities.

PLANS FOR THE FUTURE

- In 1998, following the implementation of the recommendations of the Review of TAFE and Adult Education, the Department of Vocational Education and Training will be restructured to define and establish its new role as a purchasing and regulating agency, while the *Tasmanian State Training Authority Bill 1998* will reflect the separation of the public provider role from the department. The new arrangements which establish separation of purchaser and provider will place the Minister in the position of purchaser of TAFE activity on the advice of the Tasmanian State Training Authority. The *TAFE Tasmania Act 1997* also gives the Minister authority to issue policy guidelines and specific directions to TAFE.
- TAFE Tasmania will continue to deliver the majority of the State's Government funded vocational education and training effort in 1998. The Department of Vocational Education and Training, in conjunction with the Tasmanian State Training Authority, will work closely with TAFE to ensure significant gains in terms of effectiveness and efficiency.
- The *Tasmanian State Training Authority Bill 1998* will meet any requirements for new legislation arising from the introduction of the new National Training Framework and New Apprenticeships.
- The agency is continuing work to ensure that outputs defined for State Budget purposes are closely aligned with the objectives of its corporate plan, and that as far as possible, common key performance measures are put in place for the various levels of reporting required at both State and national levels. Enhanced performance measures will aim at monitoring the effectiveness and efficiency of the department.
- In 1998, a strategy will be developed and implemented to increase the vocational education and training participation rate in Tasmania, and, in particular, the participation rate of women.
- Expansion of the training market will continue, with all apprenticeship areas being subject to User Choice arrangements and development of new industry and enterprise skill centres, especially in industries of strategic importance to the State's economy.
- Vocational education and training in schools activity will continue to expand, and will continue to be supported through inter-departmental committee structures.
- Planning processes will be enhanced to re-align current activity with State strategic directions and new industry priorities. The continuing vocational education and training Resource Allocation Project, together with industry needs identified through the annual vocational education and training plan process, will be integral to planning processes.
- Quality endorsement guidelines for training organisations endorsed by the Tasmanian Accreditation and Recognition Committee will be implemented in 1998.

NORTHERN TERRITORY

INTRODUCTION

Overview of the Northern Territory System

In the Northern Territory, strategic coordination and funding of the vocational education and training system is managed by the Northern Territory Employment and Training Authority (NTETA) Board, its Office and three Advisory Councils.

The Board's three Advisory Councils are the Planning Advisory Council (PAC), the Aboriginal Programs Employment and Training Advisory Council (APETAC) and the Accreditation and Registration Advisory Council (ARAC).

The Councils operate to identify needs (APETAC), evaluate proposals and prioritise resource allocation (PAC), and to assure the quality of outcomes (ARAC). In addition a Women's Reference Group has been established to ensure that the specific training needs of women are addressed.

This means that NTETA is able to make key decisions on advice from Advisory Councils to ensure that the training system is responsive to demand from both industry and the community. The Advisory Councils set priorities based on submissions from ITABs, training providers, and NTETA staff.

On behalf of the Northern Territory Government, NTETA purchases education and training services from registered training organisations (RTOs) to meet the needs of industry and the community. There are four main public providers in the Northern Territory system - the Northern Territory University, Batchelor College, Centralian College and the Northern Territory Rural College out of a total of 107 registered training organisations and 12 industry training advisory bodies. The Northern Territory continues to provide approximately one per cent of the total training effort in Australia. Although it is small in terms of population, it is a full partner in the national vocational education and training system.

In addition, NTETA has overarching responsibility to develop policy, assure quality and maintain a network of facilities for use by the community in regional and remote centres. It also acts as a broker in the identification of vocational education and training needs in remote and regional areas. NTETA has responsibility for four vocational education and training facilities in regional centres and 12 facilities in remote centres.

The priorities set for NTETA by the NTETA Board are to:

- anticipate demand by combining the effective assessment of training needs with target allocation of resources;
- maximise resources by developing an effective and competitive training market in order to stimulate a client responsive and efficient system;
- achieve quality outcomes through continuous improvement cycle;
- build skills by developing a rigorous entry level training system that meets the unique training needs of the Northern Territory;
- enhance access by ensuring that the Northern Territory system provides for the under represented groups, including Aboriginal people; and
- extend delivery by improving flexible delivery structures for the Northern Territory in order to increase participation as well as to meet local demand.

NTETA's core activities include:

- assisting with the development of a skilled workforce to meet the needs of industry in a competitive marketplace;
- providing funding to registered training organisations to deliver training in the Northern Territory in accordance with the Northern Territory Annual Vocational Education and Training Plan;
- working with ITABs to develop Industry Training Plans and the Northern Territory Annual Vocational Education and Training Plan;
- providing advice on vocational education and training matters to the Northern Territory Government, Minister for Education and Training and the NTETA Board;

Apprentice of the Year: Jason Jones

- enhancing access by ensuring that the Northern Territory system provides for under-represented groups, including Aboriginal people; and
- extending delivery by improving flexible delivery structures for the Northern Territory in order to increase participation as well as to meet local demand.

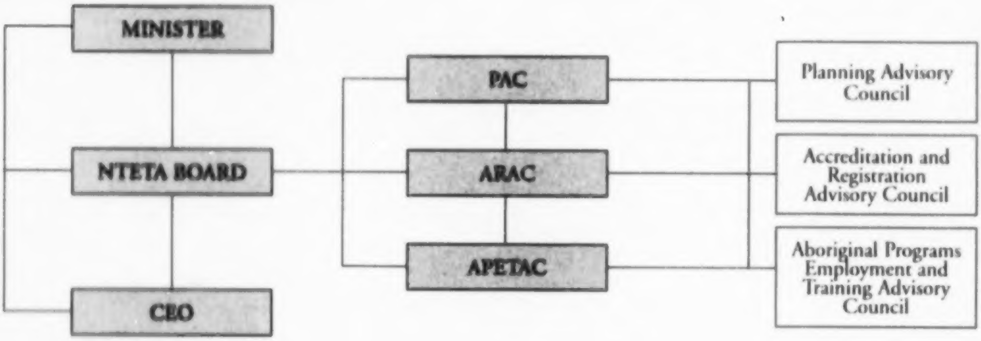
NTETA provides services to a variety of clients. These include industry, the Northern Territory Government, community groups, Aboriginal communities, registered training organisations, group training companies, and ANTA.

Key Priorities

The priorities set for NTETA by the Board in its November 1995 publication 'Territory Training - Supporting Development' are to:

- anticipate demand by combining the effective assessment of training needs with target allocation of resources;
- maximise resources by developing an efficient and competitive training market in order to stimulate a client responsive and efficient system;
- achieve quality outcomes through the continuous improvement cycle;
- build skills by developing a rigorous entry level training system that meets the unique training needs of the Territory;
- enhance access by ensuring that the Northern Territory system provides for under-represented groups, including Aboriginal people; and
- extend delivery by improving flexible delivery structures for the Territory in order to increase participation as well as to meet local demand.

Governance and Advisory Councils


MINISTER
NTETA BOARD
CEO
PAC
ARAC
APETAC
Planning Advisory Council
Accreditation and Registration Advisory Council
Aboriginal Programs Employment and Training Advisory Council

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ACHIEVEMENTS IN 1997

Greater Responsiveness

In line with Clause 4.3 of the 1997 Annual Performance Agreements signed between NTETA and each ITAB, a review was undertaken during October and November 1997 of the performance of the Northern Territory ITABs prior to the signing of the 1998 Annual Performance Agreements. The Performance indicators contained in the Annual Performance Agreements were used as a basis for the review. On completion of this process, written feedback was provided to each of the ITABs.

The 1998 Annual Vocational Education and Training Plan was developed after extensive consultation with ITABs and providers. To ensure that the planning process reflects unmet community demand as well as demand identified by industry, NTETA has employed community liaison officers to ensure that community input received through the advisory councils and other relevant groups is appropriately reflected in the planning process. To ensure relevant participation, NTETA recognises the importance of ITABs linking their training plans to Indigenous peoples' aspirations and accurately reflecting their training needs.

NTETA staff have been involved in conducting training needs assessments, assisting communities to develop training plans, providing a training brokerage service, liaising with other government agencies and managing over 45 Flexible Response Funded projects with a total value of $1.3 million. This funding model allows the parties to the training direct influence over a range of delivery options including choice of provider, content, timing, location, sequencing and mode of delivery. Almost 40 per cent of the Flexible Response Funded projects are being delivered by private training providers.

Two successful pilot programs in Local Government and Housing Management Training were conducted in 1997 using Flexible Response Funding. The Certificate II in Local Government course was run in three East Arnhem communities. Sufficient students completed the course and will proceed to the Level III Certificate in 1998. Community and industry support for this course remains high. Following the success of the Certificate II in Housing Management Training this innovative program is being included in a Territory wide Competitive Tendering program for 1998.

NTETA supports training providers in regional and remote centres with fully serviced buildings, furniture, teaching, office and telecommunications equipment in 16 locations. In the four regional training centres, staff provide reception and administrative support for providers.

The Northern Territory vocational education and training system is growing at a rapid rate and for the second year in a row the Northern Territory has outperformed national average growth for trainees.

Apprenticeship/traineeship commencements for Australia rose by 27.92 per cent in 1996 and a further 28.32 per cent in 1997, while in the Northern Territory, the growth was 44.38 per cent and 46.41 per cent respectively. The overall number of apprentices and trainees in training rose by 16.4 per cent in 1996 and 10.95 per cent in 1997 nationally, while the Northern Territory figures were 25.95 per cent and 23.21 per cent for the same periods. There has been a total growth in traineeship numbers of 66 per cent over the past three years. The number of Aboriginal and Torres Strait Islander trainees has increased from 107 or 8.5 per cent in 1994 to 753 or 33.7 per cent in 1997.

During 1997, 19 organisations were added to the list of Northern Territory registered providers. At 31 December 1997 there were 107 registered providers of vocational education and training in the Northern Territory. Twenty-one of the organisations on the Northern Territory Register of Providers, whose initial three-year registration period was due to expire, chose to renew their registration. Reviews of registered providers are ongoing to ensure that the quality of outcomes is maintained.

The total number of courses accredited, training programs and short courses recognised during 1997 was 101. The breakdown for these is as follows: 24 accredited courses; 59 recognised training programs; and 18 recognised short courses.

The number of courses accredited in the Northern Territory under the Australian Qualifications Framework nomenclature decreased with providers of vocational education and training accessing a greater number of courses developed at national level. However, there has been an increase in both the number of recognised training programs and short courses to meet specific needs of industry and the community in the Northern Territory.

The Accreditation and Registration Advisory Council (ARAC) granted registered provider organisations 195 approvals to conduct accredited courses, 34 approvals to conduct short courses, and 60 approvals to conduct training programs. In addition ARAC granted 294 approvals to conduct individual nationally developed modules or modules from accredited courses.

Enhanced Quality

1997 was a year of significant achievements for the Northern Territory's Quality Program. The Minister for Education and Training launched the Northern Territory Quality Framework for Vocational Education and Training (the Framework) in April. This Framework underpins the quality systems of individual registered training organisations seeking to become Quality Endorsed Training Organisations (QETO).

Approximately half of the Northern Territory's vocational education and training organisations commenced implementation of quality systems aligned to Framework.

Several organisations were awarded 'Provisional' QETO during 1997. This means that they have completed the first two stages of the implementation. The option to be validated for 'Provisional' QETO has proved to be very beneficial to those involved in the quality endorsement process. It provides the organisation with feedback on opportunities for improvement prior to seeking validation leading to QETO status, and at the same time provides validation teams with hands on experience of validation processes.

During 1998 it is expected that many of the organisations who are implementing quality systems will seek to be validated for QETO status in order to access or continue to access funding through NTETA. Organisations becoming registered training organisations who wish to access funding will have one year to implement the first stages of a quality system aligned to the Framework and two years to achieve full QETO.

Centralian College was the first public training provider in the Northern Territory to be granted Provisional Quality Endorsed Training Organisation status.

Research Activity in TAFE

Denis Kuhl, Associate Dean in the Faculty of Industrial Education and Training at the Northern Territory University, was invited on two occasions to attend International Symposiums which highlighted his research conducted at the Northern Territory University into airconditioning efficiencies.

Refrigeration and Airconditioning apprentices were given the opportunity during 1997 to participate in this research which has resulted in the development of a modified refrigeration principle which can be directly applied to airconditioning units resulting in increased efficiency and lower operating costs.

International interest has been exceptionally encouraging as a result of these activities which have seen the image of TAFE research and development in the Northern Territory and the exposure of apprentices to the latest technological improvements reach an all time high.

Leadership Development

In a joint venture, the Northern Territory University, the West Melbourne Institute of TAFE and the Chair Academy of the United States, conducted the Territory's first "Leadership Development for Education and Training Managers" program in December 1997.

The first stage of this year long program was conducted at the Kakadu Village Resort in Kakadu National Park and is being followed by a year long practicum.

As part of the policy of ensuring that TAFE activities in the Northern Territory are accessible to all, participants in the program were drawn from the Northern Territory University, NTETA, the wider Northern Territory community, Brunei and Malaysia.

The aim of the program is to develop leadership and management skills in participants and to enhance the potential for the development of networks within the community and between various Government agencies and statutory authorities.

Australian Training Awards

Mr Jason Jones won Apprentice of the Year at the Australian Training Awards held in Melbourne in November. Jason, who won the Award as a carpentry and joinery apprentice, is currently a site foreman with Gwelo Investments and is completing a Diploma of Applied Science in Building Technology.

Improved Accessibility

NTETA has appointed an Open Learning Liaison Officer, and completed new Open Learning Centres at Papunya and Mutijulu. Upgrades to centres were also completed at Nguiu and Yuendemu. A tender has been let to construct a second Mobile Adult Learning Unit (MALU) to service the need of communities in the southern region of the Northern Territory where no infrastructure currently exists. The new unit features an expandable 40 m2 teaching space and an integrated accommodation area. In addition open learning centres were completed at Nhulunbuy, Tennant Creek, Katherine, and Jabiru.

NTETA identified a range of programs for remote area delivery under its competitive tendering initiative. $656,000 has been allocated to the following programs for delivery in 1998 - Certificates II-IV and Associate Diploma in Remote Area Local Government; Certificate II in Housing Management and Certificate III in Housing Administration; Certificate III in Administrative Skills for Property Management (Aboriginal communities); Certificate I Retailing-Aboriginal communities; and Civil Construction Training Programs-Aboriginal communities.

The aim of the Competitive Tendering program is to open the training market to all registered training organisations for the provision of specific purpose programs identified by NTETA in the vocational education and training planning process.

Policy guidelines for strategic facilities management were endorsed by the Planning Advisory Council to assist with planning of future capital works proposals as part of an overall strategic planning process. These guidelines propose that preference be given to the provision of public facilities that propose third party access and that as much as possible are designed for multi-purpose use.

NTETA has funded a number of courses aimed at encouraging equal opportunity for women by improving access to courses and training opportunities. Courses include Substance Abuse program, certificate in ATWORK and Women in Trades. A Women's Register has also been completed.

Remote Area Programs

During 1997 Centralian College in consultation with NTETA and a variety of Aboriginal communities decided to increase the program offerings available on remote communities. The decision was taken to use an itinerant lecturer approach to achieve this increase. Programs were offered over one or two days per week on a drive-in drive-out basis. This meant an increased demand on the vehicle fleet but was far more efficient than the costs and associated problems of attempting to house staff on the communities.

The MALU again achieved very good outcomes from delivery of the Remote Community Basic Maintenance Training Program supplemented with modules in literacy and numeracy, welding and rural skills.

At Ntaria a full time lecturer is based on the community and services several outstations on an itinerant basis. The programs offered are the Certificate in Access as well as literacy and numeracy modules. To complement these programs the Certificate III in Art (creative and applied) was conducted with an itinerant lecturer. This program was successful well beyond expectations with competency achieved in several modules and three students completing the certificate. The students and the lecturer have been invited to demonstrate their skills and display their work at the Royal Easter Show to be held in Sydney in April 1998. Through a community approach Flexible Response Funding allowed the college to deliver Driver Education augmented by 'DTAL' (Driver Training and Licensing). These programs have proved very successful with good participation rates.

A program was commenced at Titjikala to support a community initiative in establishing a building program. Centralian College used an itinerant lecturer to deliver literacy and numeracy modules on site so as to provide direct relevance. This program proved so successful that the College has been approached to offer further programs to the wider community.

Mutitjulu programs have been greatly enhanced through the completion of the Adult Training Centre funded through ANTA (Borders Wiya) and NTETA. The lecturer lives at Yulara and travels to the community daily. The programs delivered are Certificate in Access, modules in computing and tour driver guiding, driver education, drink driver education. These programs all increased their participation rates and in 1998 itinerant lecturers will visit the community to increase the range of programs being offered.

Successful programs in rural skills were conducted at Bonya, Alcoota Station and Akarnaka Well. This program is again conducted by an itinerant lecturer moving between the various communities. The program saw six Graduates in 1997 which is a vast improvement on previous programs of this nature.

Other programs were successfully conducted by itinerant lecturers at Ukaka, Engawala, Areyonga, Santa Teresa and Ti Tree. The efficiencies gained by using the itinerant model allows for programs to be offered across several communities over wide geographic areas. This negates the need to provide housing and ongoing lecturer support at communities with inefficient outcome potential to support a full time presence.

The model caters well in addressing Aboriginal cultural and social diversity and needs. The outcomes achieved in 1997 with an increase in award completions attest to this.

Concurrent study - Vocational Education and Training and Secondary Schools

Kelly Hoban, a senior secondary student at Centralian College achieved a unique feat in Australian Education by completing three nationally accredited TAFE certificates in hospitality studies, kitchen attending and commercial cookery in addition to her Northern Territory Certificate of Education in 1997. Centralian College, in Alice Springs is a post-compulsory educational institution combining senior secondary, TAFE and higher education within a single institution.

Increased Efficiency

During 1997 services to apprentices and their employers were improved through participation in the development of national training programs and participation in a pilot project designed to improve services through a one-stop-shop.

ITAB performance was reviewed on an individual basis in 1997, following a decision of the NTETA Board.

Three reviews of TAFE in the Northern Territory were undertaken during 1997. These are:

- Review of Vocational Education and Training Providers Northern Territory January 1997 (David McInnes, Central Gippsland Institute of Technical and Further Education);
- Industry Client Survey (ITABs) Report on Vocational Education and Training at the Northern Territory University (Conducted by NTETA March 1997); and
- Review of Vocational Training in Regional and Remote Localities in the Northern Territory (David Rolfe, Strategic and Audit Services, Department of the Chief Minister).

The NTETA Board considered the outcomes of these reports, and appropriate follow-up action is being taken by NTETA.

During 1997 NTETA developed a funding model which set a price for the provision of vocational education and training products and services which was then applied to the Northern Territory University, Centralian College, Batchelor College and the Northern Territory Rural College on a consistent and transparent basis. NTETA also developed and implemented a Resources Agreement between NTETA and the public registered training organisations. The Agreement is an accountability mechanism which sets out the terms, conditions and outcomes expected under the Resource Agreement.

A pricing policy was developed to be implemented in 1998. The policy facilitates the introduction of the user pays principle for equipment and room usage in NTETA's regional facilities located at Katherine, Nhulunbuy, Jabiru and Tennant Creek. The model has initially been applied to a limited number of items.

During 1997 all new growth funds, literacy and other specific purpose programs were open to tender. $1.3 million in Flexible Response Funding was allocated to remote delivery on a User Choice basis. An estimated 68,000 contact hours were contracted on User Choice principles. NTETA also completed program evaluations of all NTETA services in line with Northern Territory Government requirements.

PLANS FOR THE FUTURE

In 1998 NTETA intends to:

- develop Resource Agreements for private providers;
- achieve provisional and then full QETO status;
- conduct flexible learning trials;
- refine brokerage of training in remote communities;
- review the planning process with a view to involving a wider range of stakeholders;
- promote flexible delivery strategies; and
- change the way facilities are managed in remote/regional centres.

AUSTRALIAN CAPITAL TERRITORY

INTRODUCTION

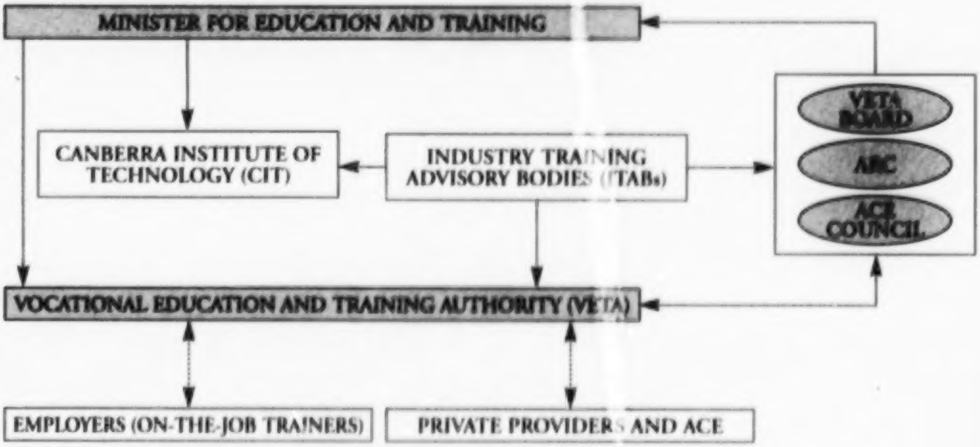
The administration of vocational education and training in the Australian Capital Territory is set out in the *Vocational Education and Training Act 1995*, and *Canberra Institute of Technology Act 1987*. The *Vocational Education and Training Act* provides for the regulation, development, planning and promotion of vocational education and training in the Australian Capital Territory. The Act establishes a Vocational Education and Training Authority (VETA) and an Accreditation and Registration Council (ARC). Both of these bodies have representation from industry, trade unions, providers and the community. They are serviced by the Vocational Education and Training branch of the Department of Education and Training. An Adult and Community Education Advisory Council was established to advise the Minister on the adult and community education (ACE) sector.

The Minister has nominated the Vocational Education and Training Authority as the "State Training Agency" as defined in the ANTA Agreement and is reflected in the VETA Act. A network of 10 industry training advisory bodies provides linkages between VETA and Australian Capital Territory industry on all aspects of vocational education and training. The *Vocational Education and Training Act (1995)* replaced the Vocational Training Act (1989). Before 1989 vocational training was administered by an Apprenticeship Board established in 1936.

The Canberra Institute of Technology Act, 1987, established the Canberra Institute of Technology (CIT). The main function of the Institute is to provide technical and further education (TAFE). The Institute is the only government owned TAFE college in the Australian Capital Territory and provides most of the TAFE needs of the Australian Capital Territory and the region. The CIT has a subsidiary company, CIT Solutions, which is a commercial undertaking providing stream 1000 type courses and other fee-for-service activity.

The Australian Capital Territory has a number of private sector TAFE and adult and community education providers, many of whom have applied for registration. Registered providers from this sector also deliver an increasing amount of publicly-funded vocational education and training. The Australian Capital Territory vocational education and training arrangements are depicted in the following diagram.

ACT Vocational Education and Training Arrangements


MINISTER FOR EDUCATION AND TRAINING
CANBERRA INSTITUTE OF TECHNOLOGY (CIT)
INDUSTRY TRAINING ADVISORY BODIES (ITABs)
VETA BOARD
ARC
ACE COUNCIL
VOCATIONAL EDUCATION AND TRAINING AUTHORITY (VETA)
EMPLOYERS (ON-THE-JOB TRAINERS)
PRIVATE PROVIDERS AND ACE

ACHIEVEMENTS IN 1997

Greater Responsiveness

Vocational Education and Training Planning Processes

Client, especially industry, consultation on the 1998 Australian Capital Territory Training Profile was improved by:

- refining the survey instrument;
- arranging planning meetings between Canberra Institute of Technology Faculties and industry training advisory bodies before final activity tables were compiled; and
- establishing vocational education and training priorities based on industry need, employment projections and the industry development policy of the Australian Capital Territory Government.

Liaison with the Business Community

Interaction with the business community was enhanced when the Vocational Education and Training Branch became a member of the Australian Capital Territory and Region Chamber of Commerce and Industry, a body that is also a member of Vocational Education and Training Authority. Contact has also been established with the Canberra Business Council. The Branch has also participated in the Australian Capital Territory and Region Chamber of Commerce and Industry's "business after business" sessions.

Industry and training providers have been closely involved with the processes of the Training Market Development Program, which allocates through the open market the contestable component of vocational education and training funds, other than that involved in the User Choice program. All proposals for training under this program must include a statement from the relevant industry training advisory body on their views about the proposed training.

Staff of the Vocational Education and Training Branch are also regularly seconded to industry training advisory bodies and organisations such as the Australian Capital Territory and Region Chamber of Commerce and Industry.

One-Stop-Shop for Employment-based Training

A "Trainee and Apprenticentre" under the Contracted Entry Level Training Arrangements (CELTA) Pilot Projects Scheme was established in March 1997 to provide a comprehensive service to prospective as well as current employers and trainees. Services previously offered by the Vocational Education and Training Authority and the Commonwealth Employment Service were brought together in the one location to provide a seamless service to clients.

Expansion of Flexible Learning Opportunities

The Canberra Institute of Technology has adopted new technologies and flexible delivery patterns to improve access for students in a number of courses such as Information Technology, Communication, Child Care Service Management, Community Services, Metals and Automotive Studies, Interior Design and Fashion and Graphic Design. Delivery modes include self paced courses, taken at a time of the students choosing, distance learning and delivery at the workplace.

The Tuggeranong (Stage 2) and Reid Flexible Learning Centres were completed in 1997 and will be ready for use in early 1998.

User Choice Arrangements

User Choice was implemented for all traineeships in January 1997 and is to be implemented for first year apprentices from 1 January 1998.

New Apprenticeships

The Modern Australian Apprentice and Trainee System (New Apprenticeships) implementation plan was developed and finalised.

Enhanced Quality

Australian Capital Territory Quality Framework

The Australian Capital Territory Quality Framework for Vocational Education and Training was launched by the Minister for Education and Training, Mr Bill Stefaniak MLA, in February 1997. It was piloted in all areas except Senior Secondary Colleges.

The Framework is designed to place the responsibility for quality on those who manage and work within a training organisation. It provides a focus and a process to assist training organisations to gain a greater understanding of and commitment to quality. The development of the Australian Capital Territory Quality Framework has been driven by the need to provide assurances about the quality of a training organisation's products and services to clients and to promote organisational improvement.

Implementation of a Quality System in Canberra Institute of Technology

A comprehensive quality system is being implemented in the Canberra Institute of Technology through:

- the establishment of a Quality Committee to oversee its implementation;
- the formation of five Quality Self-Assessment teams to assess and report on Canberra Institute of Technology performance against the requirements of the Australian Capital Territory Quality Framework;
- appointing quality coordinators to Faculties and Schools;
- training staff in assessment techniques; and
- supporting internal research on innovative best practice assessment strategies.

Improved Accessibility

Women in Small Business Mentoring Program

The Women in Small Business Mentoring Program was developed and run by the Vocational Education and Training Branch to assist women in small business to develop business confidence and to encourage them to incorporate training, at entry level in particular, as part of effective and successful business strategies. Fourty participants completed the program in 1997. Three other small business programs were developed in 1997 for delivery in early 1998 including a second mentoring program, aimed at both men and women in small businesses exporting products interstate or overseas, a food safety project to increase the training culture in small business in the food preparation/ fast food sectors and a community services and health project targeting the aged care and child care sectors.

Australian Capital Territory Implementation Plan for Women in Vocational Education and Training

The Australian Capital Territory Implementation Plan for Women in Vocational Education and Training was launched in 1997 and will continue throughout 1998. The objectives of the Implementation Plan are to:

- increase the number of women completing vocational education and training programs;
- increase the number of women with vocational education and training qualifications;
- achieve a broader distribution of women across fields of study;
- increase participation and improve outcomes of women from specific groups particularly those of Non English Speaking Background, Aboriginal and Torres Strait Islanders and those with a disability;
- achieve a broader distribution of women across industries at various levels;
- increase the number of women in management; and
- establish a research group to analyse data.

Aboriginal and Torres Strait Islanders

The Canberra Institute of Technology enhanced procedures aimed at increasing the participation of Aboriginals and Torres Strait Islanders by:

- reviewing curriculum for expansion into other disciplines for Aboriginal and Torres Strait Islander students in late 1998;

- submitting a proposal to conduct a course in Tour Guiding for Aboriginal and Torres Strait Islander Australians;
- broadening the marketing strategy to include:
  - closer liaison with CES and Career Reference Centre to target potential students
  - marketing the Yurauna Centre to Aboriginal community groups in areas of Indigenous population in the region;
- completing the curriculum and implementing the program for the *Certificate in Basic Adult Education* for Aboriginal and Torres Strait Islander Australians;
- customising courses to meet the needs of the Australian Capital Territory Aboriginal community such as generalising the program for the Certificate in Fashion and Aboriginal Art so that it can be linked with Wairiki Polytechnic, Rotorua, New Zealand;
- establishing an exchange arrangement with the Wairiki Polytechnic (New Zealand) in 1996 which has led to a successful exchange involving an Aboriginal design student as a tutor in the Design program in 1997; and
- working with the Aboriginal community to develop an Indigenous skills centre.

People with Disabilities

The Canberra Institute of Technology improved access for people with a disability by:

- purchasing adaptive technology through ANTA and providing funding for Flexible Learning Centres;
- training staff and students in use of adaptive technology for visually impaired and physically disabled students;
- networking with community groups and government agencies;
- increasing staff development for teachers/signers of the hearing impaired; and
- increasing classroom support for students with a disability.

A project officer was appointed to manage an Equity and Change Project and a Transcription Project. The two projects were directed at the training and employment of vision impaired women. As a result of these projects, eight vision impaired women obtained traineeships.

Access to Publicly Funded Courses

Several courses targeting people disadvantaged in the labour market have been funded under the Training Market Development Program.

Literacy and Numeracy

A project officer was appointed to implement the National Collaborative Adult Education Language and Literacy Strategy (NCAELLS). A questionnaire was completed and a database established. As well, pathways have been identified and networks established.

Seventy six places in literacy and numeracy courses were provided out of Training Market Development Program funds.

Increased Efficiency

Separation of Purchaser and Provider Roles

A joint Vocational Education and Training Branch/ Canberra Institute of Technology working group was established to develop procedures for a purchaser/ provider system to commence in 1998 and to investigate vocational education and training planning arrangements.

Under this arrangement the Department of Education and Training will act as the purchaser of vocational education and training. While the bulk of training will be purchased from the Canberra Institute of Technology, between 15 to 20 per cent will be contestable and thus open to private training providers.

There will be a requirement for increased efficiency in the delivery of vocational education and training. Unit costs are to be progressively reduced.

More Efficient use of Resources

The Canberra Institute of Technology has established joint ventures with a number of private training providers to deliver training using previously under-utilised resources.

The Canberra Institute of Technology conducted research into more effective resource management by:

- participating in a national project to determine bench-marking in respect of costs per student place; and
- devising and introducing new systems for monitoring performance both in financial management and resource utilisation.

Australian Vocational Education and Training Management Information Statistical Standard (AVETMISS)

AVETMISS was fully implemented in the public vocational education and training sector and is being progressively implemented in the private provider and adult and community education sectors. It is expected that by the end of 1997 implementation will be completed among private providers, and in 1998 among adult and community education providers participating in the competitive training market.

1997 Australian Capital Territory Training Awards

The 1997 winners who went on to represent the Australian Capital Territory at the National Training Awards held in Melbourne on 13 November were:

- Apprentice of the Year, Ross Commons;
- Trainee of the Year, Shane Schembri,
- Vocational Student of the Year, Wally Reid;
- Aboriginal and Torres Strait Islander of the Year, Renee Smith;
- Employer of the Year (large), ACTEW;
- Employer of the Year (small), Paradime Realty;
- Training Provider of the Year - Canberra Institute of Technology, School of Tourism and Hospitality.

PLANS FOR THE FUTURE

- To increase the occupational coverage of New Apprenticeships and to increase new apprenticeship commencements to 2,000.
- Renegotiation of performance agreements with existing group training companies to cover New Apprenticeships.
- Increased participation in vocational education and training for schools.
- Implementation of part time traineeships under User Choice.
- Implementation of purchaser/provider funding arrangements and planning arrangements.
- Improvement in processes for the allocation of capital funds to ensure consistency with Government priorities for vocational education and training.
- Establishing interaction with providers of Commonwealth contracted services.

Shane Schembri, ACT Trainee of the Year 1997

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NATIONAL TRAINING
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